IMT Nuremberg Archives

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International Court of Justice

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H1102 – 0006

TRANSLATION OF DOCUMENT L-360-H
OFFICE OF U.S. CHIEF OF COUNSEL

(Source:) NATIONAL SOCIALISM

Basic Principles, Their Application by the Nazi Party's Foreign Organization, and the Use of Germans abroad for Nazi Aims.

Prepared in the Special Unit of the
Division of European Affairs
by:

Raymond E. Murphy
Francis B. Stevens
Howard Trivers
Joseph M. Roland

United States Government Printing Office
Washington, 1934

Page 449:
(Document 38)

VEREIN FUR DAS DEUTSCHTUM IM AUSLAND (LEAGUE FOR GERMANDOM IN FOREIGN COUNTRIES) BERLIN W 30, MARTIN LUTHER STREET 97

AGREEMENT

With the National Office of the Hitler Youth.

Between the Hitler Youth and the VDA, the following fundamental arrangement has been agreed upon:

(1) With a complete respect for the important racial-political task the Hitler Youth recommends to its members membership in collaboration with the VDA.

(2) The work of the VDA group containues in its previous forms. The VDA, however, discontinues its military and physical training.

(3) The school groups of the VDA (racial-German workcells) assist the Hitler Youth in their work.

(4) The VDA group chiefs work consequently in closest contact with the Hitler Youth leaders and participate with their groups in the events of the Hitler Youth, as conversely the Hitler Youth can also take part in the racial-German fetes of the VDA.

(5) As a visible sign of his solidarity with the Hitler Youth the VDA member wears a VDA armband with the Swastika.

(6) Solicitor Nabersberg of the NSDAP's National Youth Office becomes a member of the VDA's Council of Leaders. Dr. H. Schoeneich of the VDA becomes a member of the Council of Leaders in the Reich's Board of German Youth Societies. The same reciprocal representation is also to be established in the provincial boards.

Karlsruhe, May 6, 1933
For the VDA
Signed: Dr. H. Schoeneich
Per E. Klinghammer

For the Hitler Youth
The Reich's Youth Leader
Signed: Baldur von Schirach

H1102 - 0007

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. L-360-H.

15 November 1945

I, GERARD SCHAEFER, 2nd Lt. Inf., O-1332102, hereby certify that I am thoroughly conversant with the English and German languages: and that the above is a true and correct translation of Document No. L-360-H.

GERARD SCHAEFER
2nd Lt., Inf.
O-1332102

H1102 - 0008

TRANSLATION OF DOCUMENT NO. 318-PS
OFFICE OF U. S. CHIEF OF COUNSEL

Main Bureau for Science
Chief of the Main Bureau
Hä/Sch. 2370

Berlin, the 5th December 1941

To
Record Office for Cultural Policy
Attention Party Member Dr. Killer!
Inter-office Communication
Concerns: National Socialist German Association of University Lecturers

Most Honored Party Member Dr. Killer!

After long negotiations we succeeded in reorganizing and fixing the relations of the National Socialist German Association of University Lecturers to one bureau. All details are in the enclosed photostatic copy.

Heil Hitler!

Härtle
Entrusted with the leadership

1 Enclosure

- - - - - - - - - -

Principles concerning relations of the National Socialist German Association of University Lecturers to the Führer's Commissioner for the supervision of the whole intellectual and ideological training and education of the NSDAP as well as to the Chief of the Seminary (Hohe Schule).

1. The Chief of the National Socialist German Association of University Lecturers is bound by orders and directives of Reichsleiter Rosenberg in all questions concerning intellectual and ideological training, research and education.

2. The main task of the National Socialist German Association of University Lecturers is to present the university lecturers a picture of the history, the formation and the tasks of the National Socialist movement, and to coordinate them in accordance with our ideology with the great political aims of the Reich. The training has to correspond with the requirements of the body of university lecturers.

3. Insofar as beyond this general education a supplementary training, through working communities, university camps, etc. is required - these training measures may be carried out with the provision that the tasks mentioned in Art. 6 are not encroached upon.

4. The National Socialist German Association of University Lecturers is obliged to submit to the Reichsleiter all plans for working communities, conferences, camps, etc., with designation of topics and names of the participants, always in time enough that the possibility of his changing them in accordance with his duty as a leader is assured. His objections and directives resulting from this are binding and authoritative for the National Socialist German Association of University Lecturers. This applies accordingly to the work of the Association done abroad also.

5. Publications will be limited to the above mentioned tasks and are to be submitted to the Main Bureau for Science 14 days before

publication. All publications have to bear a remark that the scientific responsibility for the individual contributions lies exclusively upon the author, - in order to avoid the impression of an official party opinion. Reichsleiter Rosenberg will make the decision as to whether the publications of the National Socialist German University Lecturers Assocation are to be published by the Hoheneichen press.

6. When Reichsleiter Rosenberg plans for his mission, expecially for the seminary (Hohe Schule), the collection of professional groups in the different fields of science, or the organization of scientific meetings of university lecturers - the organizational measures will be carried out by the National Socialist German Association of University Lecturers.

7. Judgments and opinions of the National Socialist German Association of University Lecturers concerning the appointments, assignments and transfers of university lecturers are to be submitted to the Main Bureau for Science and, at the same time, to the party chancery.

8. The appointment of the educational director of the National Socialist German Association of University Lecturers will take place with the approval of Reichsleiter Rosenberg. He will be called into the Reich working community as a member for the education of the whole NS movement.

Munich, the 2nd December 1941

Rosenberg
Führer's Commissioner for the supervising of the whole intellectual and ideological training and education of the NSDAP and Chief of the Seminary (Hohe Schule)

Illegible
Chief of the Party Chancery

Illegible
Chief of the National Socialist German Association of University Lecturers.

- - - - - - - - - - - - - - - -

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 318-PS

16 November 1945

I, S/Sgt. CHARLES E. BIDWELL, 13146054, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 318-PS.

CHARLES E. BIDWELL
S/Sgt., 13146054

H1102 - 0009

H1102 - 0010

PARTIAL TRANSLATION
OF DOCUMENT NO. 404-PS
OFFICE OF U.S. CHIEF OF COUNSEL

MEIN KAMPF

Adolf Hitler

German Edition, 1935

Pages 456-457

"It is precisely our German people, that today broken down, lies defenseless against the kicks of the rest of the world who need that suggestive force that lies in self-confidence. But this self-confidence has to be instilled into the young fellow-citizen from childhood on. His entire education and development has to be directed at giving him the convication of being absolutely superior to others. With this physical force and skill he has again to win the belief in the invincibility of his entire nationality. For what once led the German army to victory was the sum of the confidence which the individual and all in common had in their leaders. The confidence in the possibility of regaining its freedom is what will restore the German people. But this conviction must be the final product of the same feeling of millions of individuals."

- - - - - - - - - - - - - - - -

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 404-PS

17 November 1945

I, GERARD SCHAEFER, 2nd Lt., Inf., 0-1332102, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 404-PS.

GERARD SCHAEFER
2nd Lt, Inf.
0-1332102

H1102 - 0011

TRANSLATION OF DOCUMENT 404-PS
OFFICE OF U.S. CHIEF OF COUNSEL

HITLER, MEIN KAMPF

German Edition
1935

Page 475

"The racial State will have to see to it that there will be a generation which by a suitable education will be ready for the final and ultimate decision on this globe. The nation which enters first on this course will be the victorious one."

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 404-PS.

16 November 1945

I, GERARD SCHAEFER, 2nd Lt. Inf., O-1332102, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 404-PS.

GERARD SCHAEFER
2nd Lt., Inf.
O-1332102

H1102 - 0012

TRANSLATION OF DOCUMENT 1392-PS
OFFICE OF U. S. CHIEF OF COUNSEL

1936 Reichsgesetzblatt Part 1 Page 993

Law on the Hitler Youth
1 December 1936

Gesetz ueber die Hitlerjugend
vom 1 December 1936

The future of the German Nation depends on its youth, and the German youth shall have to be prepared for its future duties.

Therefore the Government of the Reich has prepared the following law which is being published herewith:

Art 1

All of the German youth in the Reich is organized within the Hitler-Youth.

Art 2

The German Youth besides being reared within the family and school, shall be educated physically, intellectually, and morally in the spirit of National Socialism to serve the people and community, through the Hitler Youth.

Art 3

The task of educating the German Youth through the Hitler Youth is being entrusted to the Reichs-Leader of German Youth in the NSDAP. He is the "Youth Leader of the German Reich". The position of his office is that of a higher governmental Agency with its seat in Berlin, and is directly responsible to the Fuehrer and Chancellor of the Reich.

Art 4

All regulations necessary for the executions and completion of this law will be issued by the Fuehrer Chancellor of the Reich.

Berlin, 1 December 1936

The Fuehrer and Chancellor of the Reich
Adolph Hitler
The Secretary of State and Chief of the Reichchancellery
Dr. Lammers

- -

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 1392-PS

29 October 1945.

I, FRED NIEBERGALL, 2nd Lt., Inf., O-1335567, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 1392-PS.

FRED NIEBERGALL
2nd Lt., Inf.,
O-1335567.

Document:
1397-PS

REICHSGESETZBLATT Page 175, Art 1-18.
dated 7 April 1933.

H1102 - 0013

Gesetz zur Wiederherstellung des Berufsbeamtentums Vom 7. April 1933.

Law for the Reestablishment of the Professional Civil Service 7 April 1933.

The Reichsgovernment has enacted the following law, which is hereby proclaimed:

Art. 1.

1. For the reestablishment of a national professional civil service and for the simplification of administration, officials may be discharged from office according to the following regulations, even when the necessary conditions according to the appropriate law do not exist.
2. Officials, as used in this law, means immediate(unmittelbare) and mediate(mittlebare) officials of the Reich, immediate and mediate officials of the federal states(Länder), Officials of communes (Gemeinde) and communal associations, officials of public legal corporations as well as institutions and undertakings placed upon the same status as these public legal corporations(Third decree of the Reichspraesident for the safeguarding of business and finance of 6 October 1931RGBl. I P.537, 3rd part, Chapter V, Section I, Art. 15, subparagraph 1.) The stipulations apply also to employees of agencies supplying social insurance, who have the rights and duties of officials.
3. Officials as used in this law also includes officials in temporary retirement.
4. The Reichsbank and the German State Railway Co. are empowered to make corresponding regulations.

Art. 2.

1. Officials, who since 9 November 1918 have attained the status of officials without possessing the required or usual preparation or other qualifications are to be dismissed from service. Their former salaries will be accorded them for a period of 3 months after thier dismissal.
2. A right to waiting allowances, pensions, or survivors pension and to the continuance of the official designation, the title, the official uniform and the official insignia is not possessed by them.
3. In case of need a pension, revocable at any time, equivalent to a third of the usual base pay of the last position held by them may be granted them, especially when they are caring for dependant relatives; reinsurance according to the provisions of the Reich's social insurance law will not take place.
4. The stipulations of Section 2 and 3 will receive corresponding application in the case of persons of the type designated in Sect. 1, who already before this law became effective had been retired.

Art. 3.

1. Officials, who are of non-aryan descent, are to be retired, insofar as honorary officials are concerned, they are to be removed from official status.
2. Section 1 is not in effect for officials who were already officials since 1 August 1914, or who fought during the World War at the front for the German Reichs or who fought for its allies or whose fathers or sons were killed in the World War. The Reichsminister of the Interior can permit further exceptions in understanding with the appropriate special minister or the highest authorities of the federal states in the case of officials abroad.

Art. 4.

Officials, whose former political activity does not offer a guarantee that they at all times without reservation act in the interest of the national state can be dismissed from service. For a period of 3 months after dismissal they are accorded their former salary. From this time on they recieve 3/4 of their pension and corresponding survivor's benefits.

Translation of Document 1397-PS
Contd.

H1102 - 0014

Art. 5.

1. Every official must allow himself to be transferred to another office of the same or equilavent career, even into such a one having less rank or regular salary--reimbursement for the prescribed costs of transfer taking place, if the needs of the service require it. In case of transferment to an office of lower rank and regular salary the official retains his previous official title and the official income of his former position.
2. The official can, in place of transfer to an office of lesser rank and regular income (section11)demand to be retired.

Art. 6.

For the simplification of administration officials can be retired, even if they are not yet unfit for service. If officials are retired for this reason, their places may not be filled again.

Art. 7.

1. Dismissal from office, transfer to another office and retirement will be ordered by the highest Reichs or federal state agency which will render final decision without right of appeal.
2. The dispositions according to Art 2 to 6 must be made known at the latest by 30 Sept 1933 to those affected. The time can be shortened by agreement with the Reichsminister of the Interior, if the appropriate Reichs or federal state agency declares that the measures authorized in this law have been carried out.

Art. 8.

A pension will not be granted to the officials dismissed or retired in accordance with Art 3 and 4, if they have not completed a term of service of at least 10 years; this applies also in the cases in which according to the existing stipulation a pension is already accorded after a shorter term of service. Articles 36, 47 and 49 of the Reichs officials' law, the law of 4 July 1921 on increased computation of time in service accomplished during the war (RGBl p. 825) and the corresponding provisions of federal state laws remained unchanged.

Art. 9

1. In the calcuation of length of service valid for pension purposes, excepting time of service accrued in their last employment, only a term served in the Reichs, Federal State, or communal service according to the existing regulations may be credited to officials dismissed or retired according to Articles 3 and 4. Also accrediting of this length of service is only permissible, if it bears some relationship in preparation or career to the position last held; such a relationship of lower career to a higher one is to be regarded as an orderly promotion. If the official would have obtained a higher pension by the addition of later years of service to time served in an earlier position regularly obtained by qualifications and preparation, the ruling more favorable to him takes precedence.
2. The implementative regulations govern the calculation of time served with public corporations and with institutions and undertakings placed upon the same basis as these public corporations.
3. Accreditation and certification of time served valid for pension purposes, which conflict with the carrying out of the provisions of Section 1, are nullified.
4. In the case of officials of the Reich and of public corporations, institutions, and agencies under the supervision of the Reich, the Reichsminister of the interior in agreement with the Reichsminister of finances can mitigate hardships; the highest federal state authorities can do the same in the case of other officials.
5. Sections 1 to 4 as well as Artic1 8 will also be applied to such officials who already, before this law came into effect, were retired either permanently or temporarily and upon whom Articles 2 to 4 would have been applied if the officials had been still in service at the time this law came into effect. The new accrediting of time of service valid in the calculation of pensions and the accrediting of pensions and of waiting allowances must, at the latest, take place on 30 Sept 1933 with effect as of 1 Oct 1933.

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Art 10

1. Guiding principles, which are established for the amount of pay for officials will be based upon the calculation of service remunerations and pension. In case decissions by the competent authorities on the applying of the guiding principles do not yet exist, they are to be issued without delay.
2. After decisions by the competent authorities concerning the application of the guiding principle have been made, if officials are found to have recieved higher remunerations, than they are due them according to the decisions, they they have to reimburse the surplus amounts recieved since 1 April 1932 at the pay office where the payments were given out. The argument of no longer existing enrichment(Articles 812vBGB and subs) is excluded.
3. Sub sections 1 and 2 are valid also for persons, who have been retired inside of one year before this law became effective.

Art 11.

1. If, in the accrediting of pay-seniority of officials who leave the service on account of Articles 3 and 4, employment outside of the Reichs, Federal State, or communal service has been calculated, then the pay-seniority is to be newly calculated, Therein only an employment in the Reichs, Federal State, or communal service, or according to the implementative regulations, in the service of public corporations and institutions and undertakings equivalent to the former may be accredited. Exceptions can be permitted by the Reichsminister of the Interior in agreement with the Reichsminister of finance for Reichs officials; for other officials, by the highest federal state authorities
2. If a new accrediting of pay-seniority according to Section 1 comes into consideration, then in the case of officials retired or dismissed according to Articles 3 and 4, the new determination of pay seniority will be carried out in conjunction with the determination of the pension amount.
3. The same is valid for the persons named in Article 9, Section 5.

Art. 12.

1. The salaries of Reichsministers appointed since 9 Nov 1918, which are not calculated according to the provisions of Articles 16 to 24 of the Reichsminister law of 27 March 1930(RGBl. I P.96) are to be newly calculated. In the new calculation, the above-mentioned provisions of the Reichsminister law are to be applied as if they had been already in effect at the time of the Reichsminister's dismissal from office. According to this law, excess payments recieved since 1 April 1933 are to be payed back. The argument of no longer existing enrichment (Article 812 and subs BGB) is inadmissible.
2. Section 1 will receive application upon the members of the federal state government appointed since 9 Nov 1918 with the provision that in place of the Reichsminister law the corresponding provisions of the federal state law ill be in effect; however, payments may only be made to the amount which results from the application of the fundimental principals of Articles 16 to 24 of the Reichsminister law.
3. The new calculatinn of payments must take place before 31 December 1933.
4. Retroactive payments will not take place.

Art. 13.

The survivors payments will be calculated with corresponding application of Articles 8 to 12.

Art 14.

1. Against the officials who have been dismissed or transferred upon the authority of this law, the institution of civil service punishment proceedings on account of misdeameanors committed while in office with the object of cancellation of pension, survivors benefits, designation of office, title, official uniform and insigna.

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The institution of the proceedings must take place on 31 December 1933 at the latest.
2. Section 1 is also valid for persons who within one year of the date that this law becomes effective have been retired and upon whom the Articles 2 to 4 would have been applied, it these persons had still been in service when this law came into effect.

Art 15.
The provisions concerning officials will be applied in an appropriate manner to employeess and workers. The implementative regulations govern detailed application .

Art. 16
If unreasonable hardships occur in the carrying out of this law, then higher payments or transition money may be granted in accordance with the general regulations. The decisions in this matter will be made by the Reichsminister of the Interior in agreement with the Reichsminister of Finance in the case of Reichsofficials, in other cases by the highest federal state authorities.

Art. 17
1. The Reichsminister of the interior will issue in agreement with the Reichsminister of Finance, the necessary regulations for the execution and carrying through of this law and the general administrative provisions.
2. If necessary the highest federal state authorities will issue supplementary regulations. In this matter they must confine themselves to the framework of the Reichs regulations.

Art. 18
With the expiration of the periods established in this law, the general provisions valid for the professional civil service will be again completely valid, without prejudice to the measures taken on the basis of this law.

Berlin, 7 April 1933

The Reichschancellor
Adolf Hitler

The Reichsminister of the Interior
Frick

The Reichsminister of Finance
Count Schwerin Von Krosigk

- -

CERTIFICATE OF TRANSLATION
OF DOCUMENT 1397-PS

I, Willard Evans Skidmore, Lt(jg)USNR, 391590, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a correct and true translation of Document Number 1397-PS.

WILLARD EVANS SKIDMORE
LT(jg) USNR
391590

H1102 -0017

TRANSLATION OF DOCUMENT 1458-PS
OFFICE OF U.S. CHIEF OF COUNSEL

EXCERPTS FROM THE HITLER YOUTH

(Die Hitler-Jugend) Doc. No. 1458-PS

by Baldur von Schirach.

Published by Koehler und Amelang, Leipzig 1934.

In place of a foreword.

My Fuehrer! It is five years now that you gave me the mission to take over leadership of the National Socialist youth. At that time you explained to my collaborators and to me the idea of this youth organization. What you preached to us at that time as aim and demand, my Fuehrer, has taken on shape here before you. You asked at that time from me and my collaborators that we should create a community of youth in which no other law should be binding for the process of reconstruction but the law of achievment.

Here, among the leaders of the Hitler youth are the sons of the poorest who exercise command over hundreds of thousands. What do the conceptions of poverty and richness mean in face of the reality of this community? In future days only those will be called poor who did not belong in their youth to this community. And further, my Fuehrer, you demanded from my collaborators and from me that we should not only unite the youth in enthusiam, but also by discipline and order. We fought for years laboriously for this end, but today even this demand is fulfilled and proudly we feel ourselves as a worthy part of your great National Socialist Movemant.

But we were powerless regarding one of your demands. You told us then it would appear as a great success to you if we succeeded to hold together in one organization of the German one hundred thousand German youth. My leader, you forgot, that you had given this organization your name.

You asked for one hundred thousand, and it was all who came. There is one thing which is stronger than you, my Fuehrer, that is the love of the young Germany for you.

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There are many gay hours in the year of the youth. This one, however, is in every year our happiest. Because more than other people, my Fuehrer, we feel to be chained to your person by our name. Your name is the happiness of the youth, your name, my Fuehrer, is our immortality.

Baldur von Schirach to the Fuehrer at the occasion of the inspection of the Hitler Youth at the Reichs party day 1936.

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TRANSLATION OF Doc. No. 1458-PS
OFFICE OF U.S. CHIEF OF COUNSEL (Continued)

(pp. 13-19)

Chapter I

From Union (Bund) to Nation

That which was formerly called the German youth movement (Jugend bewegung) is dead. This statement has nothing to do with ill will.

No youth leader of our time will deny the merits of the scout (Wandervogel) Karl Fischers in his work with the German youth movement. That youth movement was as right for its own time as the Hitler Youth is right for the present. Without any doubt, many ideas and the form of life (Lebesform) of the Youth Movement helped to create the prerequisites on which the H J is building; The idea of self-leadership on the part of the youth, the declaration to fight against the standards of bourgoiss society, the will to folkdom (Volkstum), homeland, comradeship and many others, are akin to the feelings of the H. J.

And yet: The first step into public life, the meeting which took place on 11 and 12 October 1913 on the "Hohen Meissner", remained only an impulse. The best thing about the speech on the "Hohen Meissner" were the people who listened to it.

P.14 What today's youth is looking for in this, for the youth movement so important meeting, is the sincere will to form, to create. (zur Form, zur bestalt).

We, today, see clearer than the generation of that time that the value of their youth movement was in their silent work. The greater German idea (grossdeutscher Gedanke) and the really valuable return to folkdom and simplicity are achievements of the youth movement which seem to us more significant than the numerous manifestatos which were handed down to us. They had the courage to let themselves be ridiculed, a courage which the National Socialist Fighter of a decade later also had to have.

And we must, if we want to do justice to this youth movement, look less to the picture of their actual appearance (Erscheinungsbild) but more to the determination with which they followed their

ideals. The political reality of youth was their cleanness, their decent behaviour, their political change (Umbruch). The Youth movement was one of the few pleasant phenomena of the Wilhelmman era and it is characteristic for that time that youth was so delightful because it declared war on its time. Few leagues (Bünde) of the postwar time have a right to refer to the former youth movement. They were a true copy of its weaknesses without its virtues. They ignored the lesson of the great war.

They forgot that the time of a free and easy youth movement had undergone a break by the death of two million, which imposed
p. 15 on them the duties of unity and masculine constraint. (Gebundenheit und männliche Zucht). What was right up to 1 August 1914 was wrong after 9 November 1918.

Some attempts were made to create a synthesis of youth and a militant movement (Wehrbwegung), attempts which started from the right principles. These attempts failed because their leaders were either representatives of pure militarism or at best of some lesser political ideas. Therefore, it was reserved to Adolf Hitler, the creator and supporter of an ideology (Weltanschauung), to determine the road of German youth.

From the former youth movement the Hitler youth took over this or that form, out of the front of the world war it was given its content by Adolf Hitler. Its organization also has its prerequisitesin the great war; its bearing is military, as was the bearing of those who came from the youth movement and who died in their gray coats in Flanders.

Just as the youth of the "Hohen Meissner" felt, the front as the more important, so do we. Between the summer of 1914 and the Spring of today lies a long dreary time through which we all passed consciously or unconsciously. Even those of us who had not been born at that time know it, every German knows it. As long as the German people will live, this time will live in their minds.

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P. 16 That at that time a whole nation stood in arms, Catholics and Protestants, beggars and millionaires, peasants and clerks, merchants and laborers, and that they all obeyed one will and were only Germans, nothing but Germans, that also started us on the march. No title, no privilege of birth, not a lot of money nor anything special of any kind made a difference then. We also want the same thing.

The black years of war have passed, the spirit of the warrior remains .

Again youth in Germany does not want profits, nor personal gain, but renders service and sacrifices to the community. That is the idea of the HJ: A comradeship of those Germans who do not want anything for themselves. Because they do not want anything for themselves they can do everything for their great nation. Not a youth with new rights - a generation of strict fulfillment of duty.

The postwar period showed a sad picture of party-bound youth. "Whoever controls youth, controls the future" was the slogan, given the German National(deutschnational) club to the Communist thieves' den. Every lobby was dealing in youth. And they were successful. Young Germany took everything for gospel truth, sold itself today to this one, tomorrow to that one till finally, disappointed and disgusted, it turned its back on all these activities. Then came the time of exclusive sports, of exclusive indulging in entertainments and living to the fullest, the time of exclusive study.

(p. 17) "Politics is nonsense," was the reply given to party functionaries.

When Adolf Hitler began to speak this attitude was shaken. But now the satisfied citizen used the same argument which youth had found against him. He called for peace, for self-possession, for order. "Youth should not mix in politics," became the defensive slogan of all the bourgois parties which began to lose

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their young people to the Fuehrer. Anyone who at that time, 1924-25, among youth stood up for Adolf Hitler might have found that even youth leaders anxiously tried to avoid the alleged danger of influencing youth politically in the direction of National Socialism. Many comrades and I myself had to leave a militant organization (Wehrorganisation) to which I had become quite attached, because I had made a speech for Adolf Hitler there. At that time, many, like myself drew a dividing line between themselves and their friends and relatives and exchanged fight for the new ideal for the quiet life of a well protected home.

We were not yet able to account for our conception in detail, we simply believed. And when Hitler's book, "Mein Kampf" was published it was our bible which we almost learned by heart in order to be able to answer the questions of the doubters and superior critics. Almost every one who today is leading youth in a responsible position joined us during those years.

P. 18 Again Youth was divided by politics but this time the problem was different. It was no longer a matter of national parties, of liberal and democratic ideas, it was this: Germany or Marxism, Germany or reaction. But youth also had been slightly infected with party ideas. Youth did not want to be convinced, it wanted to be overruled. Not the accuracy of the idea was questioned, but an attempt was made to prove that with such a small following it could not be successful. The National Socialist movement was regarded as a fractional party, the honest but, because of its pettiness, hopeless attempt of a man of whom it was not known if he had the necessary knowledge, the essential education. A bricklayer from Vienna, a man without college education, a self-taught person should liberate Germany? That was at best very doubtful.

As there are old people who are young, there are also among the youth some who are old. I have met them in the universities, in the youth movement, everywhere. The people who are old in their hearts are like a pestilence to a healthy people. They represent the tenacious and embittered resistance against every new idea. But youth is an attitude. The paralysed Chamberlain whose lips are forming words which only his wife can read and transcribe represents eternal youth as much as the old Goethe in his last days. His Faust, the Ninth Symphony and the will of Adolf Hitler

P. 19 are eternal youth and know neither time nor death.

Yet there are men who are born old and are living their lives as if they were 70 years old. During the years of our fight we overcame those people and we fight them again and again. They are the living dead. Their coldness kills every slight stir of a new life. Only the collective force of passionate youth is able to destroy them.

Let us do away with the old! Only eternal youth shall have its home in our Germany.

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 1458

18 November 1945

I, Goetz Mayer, T/5, 33812169, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 1458.

Goetz Mayer
T/5, 33812169

C H A P T E R 2

(p 20, par 1)

The devdlopment of the Hitler Youth movement.

The idea for the foundation of a National Socialist youth organization came from the Fuehrer himself, while the name Hitler Youth was originated by Julius Streicher, who also named the Brown House ("Brannes Haus") The name of the man who deserves the credit for having set up the first groups of the H.J. is Kurt Gruber.

At the time of the beginning of the H.J. Kurt Gruber had just graduated from Law School (Referendarstamen). He devoted himself with great energy to his new task. From a small cellar in Planen which served as Reichs office, we first organized a number of Saxonian HJ groups, energetically assisted by the present Reich Governor (Reichsstetthalker) in Saxony, Martin Mutschinanon.

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Here I would also like to mention that, since 1928, Alfred Rosenberg also took a special interest in the National Socialist Youth. At that time we were trying to come to an understanding with the leagues ("Bunds"). Alfred Rosenberg negotiated with the Eagles and Falcons ("Alder md Falken"), the "bensen", and other leagues without fundamental results. I realized at that time that an understanding with the leaders of the leagues would never be possible (p. 23) and devoted myself to the principle of the totality (Totalitat) of the Hitler Youth, which in the year 1933 cost all those leagues their independent existance.

When, in 1930, the Fuehrer himself took over the high command of the SA (Storm Troups) and Ernst ROEHM started his new office as Chief of Staff, the National Socialist Youth organizations were centralized in the SA. Kurt Gruber resigned. His nervous state were such that he was physically unable to continue his work. On 30 October 1931, the Fuehrer appointed me as Reichs youth leader of the NSDAP with the rank of a

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Lt. General (Gruppenfuehrer) in the SA. My old comrade, Dr. von Reuteln was given the leadership of the students' league (Schulerbund) and also the leadership of the HJ, under my command. Now the organization of the HJ was thoroughly overhanded, which was necessary because Kurt Gruber had not been able to fully devote himself to his tasks as a leader especially during the last months of his activities. Dr. von Reuteln continued his work as a consultant (Referent) for economic questions in the Executive Office (Reichsleitung) of the NSDAP but still found time for official trips and for night work at his desk to which the HJ owes the tightening of the threads of its organization which had become rather loose. At that time I had to go temporarily to Kufstein where I stayed with friends in a little mountain inn in order to avoid a prison term of three months. (p. 24) The previous year I had spoken against the Versailles dictate from the steps of Cologne University, violating a government order and, to begin with, was locked up in the Cologne prison, the so-called "KLINGELPUTZ", which then often housed Dr. Robert Ley, at that time regional leader (Gauleiter) of Koeln-Aachen and another leading party comrade, Tom WINKELNKEMPER. There I stayed for 8 days till my case came up in court and was then sentenced to 3 months in prison without a time of probation (Beiverhrungsforst) according to the emergency decree (Hotverordnung) by the Reichs President. I was very lucky to be set free after the sentence was passed. With great joy I still think of the dear Cologne party comrades who, headed by Dr. Ley stood in a mass before the gates of the prison when I was released. It was high time, I flew to Munich. The following day I took the train to Graz and was able to give to the Graz Student meeting (Studententag) the directive which was needed by the Fuehrer. The National Socialist Student League (Studentenbund) won its decisive victory. A National Socialist was unamimously elected leader of the German student body. (Studentenschaft)

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Since that time around 12 months had gone by and I had reason to fear that I would be torn away any day now from my organizational work with the National Socialist Youth. My co-workers came to Kufstein for the most important conferences and I frequently crossed the border at night, raced through (p. 25) Germany in our "Nurburg", announced a meeting in Chemnitz while I made a speech in Berlin, and thus I escaped my well-deserved "vacation" in Cologne. Then came the time of Groener. One evening the Fuehrer came to my apartment in Munich and informed me that he intended to appoint me Reichsleader (Reich leiter) of the NSDAP the following day, and to take the National Socialist Youth organisations out of the SA. Since prohibition of the SA was threatening we might have avoided the simultaneous prohibition of the H.J. The Fuehrer based the necessity of such a measure on the principle for which he stood from the beginning, and which I have used in this book as a motto: "Youth must be led by Youth".

By some accident the prompt announcement of my appointment was held up. Soon after this conversation the SA and with it the HJ were forbidden by Mr. Groener. Through Reuteln I raised some half-hearted objections with Groener, referring to the fact that at the time of prohibition I was no longer a member of the SA, but, of course, without results. There was no other way out but to continue work underground. Thus originated the National Socialist Youth movement, the NSTB (NS Jugendbewegung) without uniform, without insignia. At that time we traveled through Germany dressed like bandits. Blue sailor caps, white shirts (p.25) and a brown sweater or some kind of civilian coat. But we recognized each other everywhre. At this time the HT gained its best human material. Whoever came to us during this

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illegal time, boy or girl, risked everything. Thousands upon thousandwere thrown out of their schools or became unemployed - but they clung the more tenaciously to our flag. It was a great time and as strange as it might seem we were never happier than at that time when we lived in constant danger. With pistols in our pockets we drove through the Ruhr district while stones came flying after us. We jumped every time we heard a bell ring because we lived in constant fear of arrests and expected our houses to be searched. I have hardly one piece of furniture in my possession that was not attached.

One day even my "Nürburg" was confiscated. That was going too far. They could have all the wardrobes and chests as far as I was concerned, but the car to us meant freedom, mobility, our work. The Fuehrer was then at Obersalzberg. I called him up and out of his own pocket he gave me the money to pay the printer who had the car attached. I breathed freely again, we were able to continue our work.

At about this time I had a conference with Dr. von Reuteln, as a result of which I also took over the leadership of the Students' league (Schülerbund) and the HJ as (p.27) such. This came about in the most friendly manner Reuteln wanted to get free anyhow to devote himself to his great tasks in the economic-political field, I myself wanted to exchange my somewhat formal responsibility for the HJ into a real one. We parted as the comrades which we still are today. Between us never existed any fundamental difference on essential points and The National Socialist Youth owes a deep gratitude to the man who outlined their road in a severe and straightforward manner.

The membership of the National Socialist Youth organisation had grown to about 35,000. The number of applic-

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ations was mounting day by day. We requested more office space from Reichs Treasurer (Reichsschatzmeister) Schwarz and he created generous working possibilities for us by putting at our disposal the entire top floor of the hotel "Der Reichsadler" in Munich. For the time being we had some space.

With the moving into the hotel "Reichsadler" an unpleasant tension began to make itself felt which existed between the youth and Gregor Strasser, who had installed the offices of the organisational department I (Organisationsabtslung I) in the same building. In my apartment on Koenigenstrasse I was lucky enough to be able to express my apprehensions about Strasser to the Fuehrer. Otherwise I never discussed these things with anybody, with the exception of Julius Streicher. But I received (p.28) reports from all parts of the Reich through the youth organisation. I knew what course Strasser was taking, who, at that time, was at the heights of his power. I knew of his connections and, from the beginning on, I was instinctively convinced of his unreliability in regard to his character. Gregor Strasser was an enemy of the National Socialist Youth out of the same instinct. It was, after all, a Hitler-Youth and not a Strasser Youth.

The greatest worry of the years of struggle of 1930/31 was the lack of money. Very often we did not have the few gallons of gasoline which we needed for travelling. Another drawback was that none of us was, at that time, a member of the Reichstag and, therefore, had no free transportation. The reason was that we had not reached the necessary age of 25. Our compensation for expenses was just sufficient to cover our bare living expenses. By writing and lecturing I was able to make enough money to pay my own fare. Despite all the difficulties we were able to make all the necessary trips. The success of my staff was based on its mobility. Good leadership is not characterized by answering letters on time

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but by its contact with the fighting community. Thus the Fuehrer had brought us up and he preached again and again not to lose myself in paper work - one of the greatest and wisest teachings which I received from him.

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The H.J. (Hitler Youth) used the winter of 1932/33 for many demonstrations. We drove through all of Germany and called the youth to the H.J. I will never forget a Fuehrer appeal in the beginning of January in Berlin, at the start of which I was searched for weapons by the police. Twenty days later we were in power. The most magnificent success was the conquest of the formerly Marxist industrial workers youth of the German West. Here my co-worker Hartmann Lauterbacher achieved great things.

I will never forget the hour when we were sitting in the office of the district Ruhr-Niederrhein during an intermission between demonstrations on 30 January and received the news of Adolf Hitler's appointment to the post of Reichs Chancellor. That same night I spoke in Herford in Westphalia. We all felt saved. The policemen (Schupos) who, on the previous day, were still persecuting us, greeted us with raised hands. It was one great fraternisation. I spoke in two meetings, and going from one to the other I caught such a cold that shivering with fever I had (p.32) to go home the next day, but in all my fever phrases one thing remained dividing that which we had won on that day: Hitler in power, Hitler in power. As soon as I had recovered I went to Berlin via Wuerzburg, Nuernberg where we had 2 demonstrations. Now the problem was to apply the victory of the movement to the entire youth. Our cabinet ministers were overburdened with their new tasks and were working day and night. We could not wait till they would find time to solve the youth question by their own initiative.

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Therefore, we had to act ourselves. My co-workers met in my Munich apartment and advised me to occupy the Reichs committee (Reichsausschuss) of the German Youth Leagues (Jugend- verbünds). I commissioned General (Obergebietsführer) Nabersberg with 50 members of the Berlin HJ to make a surprise raid on the Reichs Committee in the Alsenstrasse early the next morning. This was done and at noon the press had the report that the HJ (Hitler Youth) had taken over the leadership of the Reichs Committee. The Reichs Committee was headed by an excellent man, General Vogt. As much as a surprise the turn of events was to him at first as quickly did this Prussian officer adjust himself to the new situation. I took his job away from him but he understood that this was a necessity and that only from the HJ (Hitler Youth)the great unification of German Youth would be possible, on which, after all, he had worked all his life. General Vogt did not step aside (p.33) and was not offended, but remained intensely and truly interested in the objectives of the HJ and its aims. His book, The German Boy-Service ("Der deutsche Jungendienst") is one of the most valuable books of German youth literature. And we are all proud of the fact that General Vogt today belongs to the Reichs Youth leadership (Reichsjugendführung) and wears the Gold Honor insignia (Goldens Ehrenzeichen) of the HJ (Hitler Youth).

In the Reichs Committee (Reichsausschuss) we got a tremendous amount of material. All at once we were able to determine the strength of all the German youth leagues and to summon the influential personalities in these youth leagues. From this point I recognized the necessity of coming to grips with the Greater German Union (Grossdentscher Bund). I appointed my co-worker Karl Nabersberg as my representative on the Reichs Committee and travelled through Germany in order to take a stand against The Greater German Union (Grossdeutscher Bund) in many demonstrations. In the meantime I gained control over

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The Reichs league for German youth hostels (Reichsverband für deutsche Jugendkerburgen) in a manner similar to the one employed with the Reichs Committee; with its leadership I commissioned a young merchant from Hamburg and bearer of the Golden Honor Insignia (Goldenes Ehrenzerchen) of the NSDAP, Johannes Rodatz.

The Greater German Youth League (Grossdeutscher Jugendbund) was a combination of various leagues and organisations which came under the leadership of the deserving chief of staff of the fleet, Admiral von Trotha. This admirable man, who had served our Fatherland in war and peace with unselfish (p.34) devotion fundamentally had the same ideas and plans for the Greater German League as I had for the Hitler Youth. That the Greater German League (Grossdeutscher Bund) could not fulfill these tasks was not the fault of the "Admiral" , as he was respectfully called by his Youth, the difficulties lay in the period itself. The Greater German League was not a political union, that is, leagues which partly were opposed to National Socialism were to be found in the Greater German League as well as organisations which ideologically were in agreement with the NSDAP, without, however, drawing any conclusions from it. The unification of youth could never be achieved by the external centralisation of partly opposed leagues, but only by a philosophy of life which had to be accepted by the young generation as a new law for life. Only the Hitler Youth represented this idea.

The differences between the Greater German League and the HJ grew from day to day. Friction, even frequently actual fighting, were day-by-day occurences. This state of affairs could not be settled by compromise. We could not be satisfied with incorporation of the Greater German League as, always the incorporation of a youth league into the HJ for us was not even discussed. As all of us once, and that during difficult times, gave our unconditional pledge to Adolf Hitler, especially today

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every young German must be able to do so. (p.35) The so-called and often praised individual life ("Eigenleben") of such leagues is, in the last analysis, nothing but another form of "joiner tendency" (Verensmeierei). "Either all or nothing" is the principle of National Socialism.

The position which I gave to the HJ was not strong enough to overcome the last quaint introspection (Eigenbrö telei) within the youth. Nobody saw that as clearly as the Fuehrer who was convinced of the necessity of giving to the leader of the HJ that backing by the state which he needed for his work. When we discussed these things I asked the Fuehrer to refrain from attachement to one specific ministry, a wish which was readily recognized by the Fuehrer. The Fuehrer himself stated that a ministry cannot exist without bureaucracy, but bureaucracy is death to youth. He intended to create an agency which in its freedom should have the possibility to work. Thus, in the Reichs Chancellory, in the middle of June 1933, he appointed me Youth leader of the German Reich (" Jugend fuehrer des deutschen Reiches") by clasping hands. Reich Minister Dr. Frick, as their competent minister for youth questions, drew up the respective document. I was given authority to appoint representatives of the states (" Landesbeauftragte") to carry out my instructions and I appointed the district leaders (Gebretsführer) to these positions in all the states in execution of my right.

The first thing I did was to dissolve the Great German League ("Grossdeutscher Bund"). Since I headed all (p.36) German youth organisations and I had the right to decide on their leadership, I did not hesitate for a moment to take this step, which was for the HJ (Hitler Youth) the elimination of an unbearable state of affairs. The leader of the Great German Bund (Grossdeutscher Bund), Admiral von Trotha, set an example of rare human greatness to German youth when he, after

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the incorporation of all leagues and organisations had been completed, one day made an end to all the fights and quarrels of the past years and, after his appointment to Honorary Leader (Ehrenfuehrer) of the Navy Hitler Youth, devoted himself unconditionally to the service in Adolf Hitler's youth movement. Only to great personalities it is given to put youth to shame and at the same time obligate by a noble example. At that time many a German boy will have asked himself if he would be able to act in the same way in a similar situation and honestly answered with a " no". From an educational point of view it was the most important deed that the Admiral, after his organisation had been smashed, again adjusted himself to the tasks of the new generation out of his military sense of duty and his love for youth. When, today, the blue columns of our Navy Hitler Youth pass by their honorary leader, their eyes are not only shining with enthusiasm for the Admiral who once at a grave hour won eternal honor for the German Reich, but they also know in their hearts that this man is part of (p.37) themselves. Following the incorporation of the " Stahlhelm" into the SA we were able to carry out the incorporation of the "Scharnhorst", the youth organisation of the "Stahlhelm" . But the "Scharnhorst" had to give up its individual existence when it joined the HJ. The individual "Scharnhorst" boys were detailed to the local branches of the HJ. This step would never have been possible without the initiative of Reichs Minister Saldte who was completely convinced of the necessity to create a large youth organisation, which, also according to his opinion, could only be the HJ (Hitler Youth). That the mamy small and unimportant groups and leagues were incorporated goes without saying and took place without any resistance. The Marxist youth as well as all political

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youth organisation I prohibited after the occupation of the Reichs Committee. The one million members of the HJ which we had on 30 January 1933 had now grown to a round three million. Only the two large confessional groups, the Protestant and the Catholic youth, were opposed to us. They already had lost a great number of their members to us but they still remained powerful factors in the life of German youth. Again and again I called together the district leaders (Gebietsfuehrer) of the HJ in order to discuss this subject. Again and again these true and tenacious fighters announced: We won't stop now. From the last boy to the Reichs Youth leader we agreed that the HJ never should and would give in as regards this question.

(p.38) Chapter 3

Hitler Youth and Confessional Youth

Towards the end of 1933 discussion about the eventual incorporation of the evangelical youth took place between the newly appointed Reichs Bishop Ludwig Mueller and myself. With great satisfaction we from the HJ could ascertain that the Reichs Bishop was fundamentally ready to lead the members of the evangelical youth leagues into the HJ, a point of view which differed somewhat from that of the chairman of the Young Men's Protestant Work (Evangelisches Jungmännerwerk), Dr. Stange. Dr. Stange actually tried to interfere with this new development against the will of the majority of his followers, but without success. And in December 1933 the Reichs Bishop and myself were able to inform the Fuehrer that incorporation of the protestant youth into the HJ had become a reality.

Through the agreement with the Reichs Bishop the HJ (Hitler Youth) believes to have shown the way by which a later understanding with the Catholic Youth Leagues also

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would be possible. By this agreement evangelical youth organisations in the old sense, that is leagues, which overlap the activities of the HJ, are no longer in existence. As spiritual communities the Protestant (p.39) groups continue to live in their innate field, namely that of the Protestant creed. The HJ (Hitler Youth) guarantees their protestant members a certain evening each week for their confessional, religious activities. The agreement with the Reichs Bishop follows verbatim:

1) The Protestant Youth Work (Evangelisches Jugendwerk) recognises the unified state political education of German youth by the National Socialist State and the HJ (Hitler YHuth) as representatives of the philosophy of the State.

The youth of the Protestant youth Work (Evangelischer Jugendwerk) below 18 years of age is to be incorporated into the Hitler Youth and its subordinated branches.

Anyone within this age group who does not become a member of the HJ, from now on shall not be a member of the Protestant Youth Work (Evangelisches Jugendwerk).

2) Education in regard to open air sports (including gymnastics and sports) and in regard to state politics, up to 18 years of age, shall take place only within the HJ.

3) All members of the Protestant Youth Work (Evangelisches Jugendwerk) shall wear the official uniform of the Hitler Youth according to their membership in the HJ.

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According to this agreement the Protestant youth was incorporated into the Hitler Youth. With very few exceptions the young followers of the Reichs Bishop were glad to be freed from the inner struggle of the past months. (p.40) The Reichs Bishop acted like a true spiritual advisor of this young community when he, by this agreement, opened for them the doors to the HJ and thus the doors to the people and the State.

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The confessional youth league (Konfessioneller Jugendbund) has no right of existence in our time. While the young German in the period of National Socialism is drawn to the community and thereby the attitude and way of living of the HJ, sometimes some dark pang of conscience holds him back to give in to this urge, to follow really his innermost thoughts. Particularly the catholic youth societies led their members into moral conflicts for which an educator of the youth cannot account. By promises for a life beyond they tried to hold the youth back from the disinterested surrender to the state. As if the all powerful would condemn this service on the people and could see anything objectionable in it. Because the youth does not make any difference between poor and rich, protestant and catholic, I am accused of being a "heathen" who does not believe in anything and instills the seed of the antichrist in the hearts of the unsuspecting youth. And yet, considering the confessional composition of our people, a real community of our youth can only exist if confessional questions are not discussed in this community, special confessional leagues are not tolerated. The Christian doctrine is attacked in the HJ as little as any other doctrine; the HJ does not care for class or confession but only for the Germandom(Deutschtum). In this sense my slogan is to be understood; "The HJ is neither Protestant nor Catholic, it is German".

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The church proclaims its right for a religious education. An uncontested and uncontestable right. The state, on the other side, demands through the HJ to exercise the ideological, political education and here the state has a claim which is as valid as that of the church. In fact a number of Catholic youth leaders are not concerned with this religious education. They occupy their youth organizations with tasks, accomplishment of which falls into the domain of the HJ. Home evenings (social gatherings), hikes, camps, games, sports, and training do not need a confessionally directed leadership, and yet it is exercised stubbornly by a certain circle of catholic youth leaders. Instead of bringing the German youth together where

it can be united and should be united, these so called educators and youth leaders try to present even the cooking on hikes as a religious matter and think the young boy's soul could be harmed if he saw that outside of the catholic youth organization other people lived. The fact that since National Socialism seized the power, about 1-1/2 millions of youths from the camp of the catholic youth organizations joined the HJ manifests that the spirit of the followers is better than that of the leadership and shows how in the long run confessional, bourgeois thinking must capitulate before German socialism.

A short while after the National Socialist revolution the beaten political parties undertook another feeble attempt to keep at least the youth somehow. The attempt failed; the youth of the bourgeois parties pledged itself to the socialism of Adolf Hitler. The youth leagues followed this example. When the Protestant youth recognized the demand of the time and followed in faithful fulfillment of their duties the voice of their conscience. But on the spot where once the proud Zentrum stood that we could see work hand in hand with the marxist traitors of the people in the Reichstag, there stands today a group of the catholic youth organizations and opposes the "We" of our community with the "I" of their societies.

Who wants Germany without compromise is an arch-enemy of any confessional principle in a state organization. Who would retreat here a hand's width and be he a minister of the new Germany, would betray the tragic fight of the German people for its freedom. May the German people recognize the lesson of the last thousand years and for the first time proclaim an unconditional negation of all separating forces.

There is no reason why there should not be found a solution in the question of the youth education to the satisfaction of the church as well as of the HJ, so much the more as the HJ does not restrict in any way the religious activities of its members. Neither attendance at the Sunday services nor participation in other church gatherings is being made difficult for the Catholic Hitler boys on the part of the leadership of the HJ. If, on the occasion of some big youth

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demonstrations which don't take place too often, it was occasionally difficult for technical reasons to make it possible for the young people to attend church services it is by no means an indication of a sometimes alleged "anti-religious" attitude of the HJ. I even am of the opinion that religious meetings and arrangements in particular religious youth leagues are not at all in contradiction to the totalitarian claim of the HJ. Every effort which aims to deepen and intensify religious life must not only be welcomed by a responsible youth leadership but also be furthered. I believe to have shown by the treaty with the Reich bishop of the protestant church that the HJ is willing to concede necessary space to the religious youth education. However, it must be demanded that under the cover-name of religious education the youth should in no way be influenced politically. The experiences of the past taught us that the confessional youth organizations do not occupy themselves exclusively with religious questions. The National Socialist movement as pillar of the state cannot be blamed if by reason of past experiences it makes security arrangements which should ban all dangers for the future.

If the church visits of the youths do not correspond the expectations of the churches, it is not the fault of the youth. The real cause of this attitude of the youth is to be looked for in the want of comprehension with which some catholic youth leaders and unfortunately too many priests oppose the education of the HJ. They believe not to be able to part with the sport education of the catholic youth and overlook that the religious education itself suffers by the fight over the competences.

Many catholic Germans look with disgust at the mean fight which certain catholic youth leaders lead today for their existence and hundreds of thousands of catholic Hitler boys don't have any appreciation of it that there should exist outside the HJ sport a catholic sport and catholic calisthenics. As faithful catholics they stick to the church but they cannot see why this church demands all of a sudden territory which has nothing to do with religious education.

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No reasonable man in Germany can give a reason for the necessity of the exitence of catholic youth organizations in their present form (catholic boys scouts, "German Jugendkraft", etc.) and many important leaders of the catholic church are since a long time of the opinion that these organizations have no right of existence in the National Socialist state. The catholic youth itself - this I maintain by reason of the continuous going over, even of whole groups to the HJ - wants to cooperate in the National Socialist state. And not as confessional specialist league but as HJ.

Catholics and Protestants have the same rights in Germany. This is not only valid for their relationship to the state but especially for their relationship to the National Socialist movement. If, however, the catholic youth is advised not to join the HJ, then this part of the German youth is deprived of a right which today every other young member of the community possesses. "Give to the emperor what is the emperor's and to God what is God's". This profound wisdom of Christ shows us even today the possibility to terminate the tension between HJ and confessional youth organization. If the HJ leader works exclusively according to the instructions given to him and only cares for the ideological (that is to say the physical, mental and moral) education of the youth in his charge in Adolf Hitler's sense and the priest just as exclusively for the religious, moral education within direction of the church and is nothing but a German servant of God, all prerequisites of a peaceful and confident work are given.

For the solution of the catholic youth question in Germany there is but one way, which is agreeable to both parties; The catholic youth organization restricts itself to the spiritual realm and gives up the expensive and unnecessary administration and leadership apparatus of the general presidents and secretaries (General praesiden und sekretare). If the priest of every locality cares spiritually for the youth as part of his community, the church has sufficient occasion to exercise its religious education. The

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thought, to appoint protestant and catholic so called field chaplains or HJ chaplain is against our comradeship and therefore cannot be accepted. If a celebration of the National Socialist youth isheld by a catholic and protestant clergyman, every boy and every girl feels the difference of the confession as a wall between them. Where a short while ago two young Germans marched shoulder to shoulder goes then a Catholic and a Protestant and with them the sorrow of the German history.

Unity and community then becomes disunity and cleavage. Then the two millions of the great war would really have fied in vain and so would the dead of the Feldherrnhalle (p. 47). And those twenty one who as pioneers of the new unity were hunted to death by the Marxists and "Zentrum" leaders won't belong to us any more.

But we are spirit of their spirit. The idea for which they died is also the idea of our life. Their fight is our destiny. (pp.64-65, as marked).

Self-leadership of youth is not to be understood from the bureaucratic point of view that every one at the age of 30 must resign from leadership. The principle: "Youth must be led by youth" is to be understood according to its meaning and not literally. Therefore, I principally do not apply any age limit. All set patterns are deadening.

Germany is the country of the youth movement. Youth movement and youth self-leadership of youth are inseparable. It is not the purpose of the youth movement to give to young people a possibility to satisfy any power instincts. On the contrary, youth leadership means to be more severe with oneself than with the following. The HJ is a school for leaders. A leader in the true sense of the word is always the creative, the disciplined one.

Therefore, the way to leadership shall be made difficult for a boy. If he is destined for it he will overcome the difficulties. But never shall there be another key to the gate of leadership than achievement. It is a matter of indifference who holds the key, the

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son of a worker, the son of a peasant or the son of a scientist. Only one thing is decisive: He must be of the aristocracy of achievement, of the only aristocracy which is known to the new youth.

(pp. 68-69, as marked).

A single will leads the HJ. The power of authority of the HJ leaders, that of the smallest as well as of the largest unit is absolute, i.e., he has the unlimited right to give orders because he bears the unlimited responsibility. He knows that the responsibility of the higher one comes before that of the lower ones. Therefore, he submits silently to the instructions of his leaders even if they are directed against him personally. To him as well as to all young Germany the history of the HJ is proof of the fact that a youth community also can only be successful if it unconditionally recognized the authority of leadership. The success of National Socialism is a success of discipline. The structure of National Socialist Youth is built on the foundation of discipline and obedience. The teachings of the time of persecution apply even more to the period of victory and power. The small boy (ungvolkjunge) who joins the movement of Adolf Hitler at the age of ten learns to subordinate his own little will to the laws which, strictly followed, are building states and making nations happy but which, when violated, result in the loss of freedom, in the collapse of folkdom. In the course of the following years he learns that discipline and subordination are not inventions of despotism, that they have not been created by a few with a lust for power in order to secure their personal positions but that they are the prerequisites for the life of the nation and thereby for his own life.

The great value of the organization for the youth lies in the following. In the circle of boys of his own age he gains, partly while playing,, a knowledge which must be employed, especially to the life of the adult. And while he is being trained for discipline in a manner corresponding to his emotional life and his capacity to learn, he will see that his blind obedience affords the possibility

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of success to his group (Gefolgschaft). What is acquired in young years in the struggle with small tasks later serves the state in its big tasks.

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TRANSLATION OF DOCUMENT NO. 1458-PS
OFFICE OF U.S. CHIEF OF COUNSEL

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CHAPTER 4

Work Abroad

The Reich Youth leadership does not pursue foreign politics.

The Fuehrer created the Office of Foreign Affairs for the foreign activities of the National Socialism. What is done within the Foreign Department of the Reich Youth leadership never means an overcrossing of Party offices and State offices. The HJ deals with the youth and not with big politics. And even where the youth contacts the youth of other nations to exchange young people for study trips or camps, contact is made outside the political sphere. It is the purely human agreement of youth among themself which in this way the Reich Youth leadership attempts to achieve.

During the last year the most important meetings between German and foreign youth were:

The visit of the HJ in Hungary

The counter visit of the Levente youth in Germany

The German-English Youth Camp near Hamburg

The trip of Department Leader Nabersberg to England and Turkey

A lecture of Karl Nabersberg in Paris on the occasion of a meeting of the "Sohlbergkreis"

The visit of a Finnish Study Group (Studiengesellschaft)

Also on the occasion of the visits of foreign youth leaders (i.e. Greek, Chinese and Japanese) to the Reich Youth leadership, contacts were made with foreign youth organizations.

Every nation has the interest that its youth has a political outlook reaching as far as possible. Especially the National Socialist Germany is strongly interested that her youth knows and respects other nations as early as possible. The better the youth of Europe understands each other, the nicer for the future. A basic principle of the youth exchange is: no propaganda. Hitler boys who go abroad do not travel as propagandists of National Socialism; their task is not to teach but to learn. They should see the beauty of the foreign landscape and explore the national characteristic of the host-country.

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I believe in a cooperation of the European youth at the basis of an agreement; its only program point should be: to know each other. It would be an utopian idea to believe that such a cooperation would improve the world. Probably the world would not improve but the people could become juster. In this connection we welcome the international exchange of pupils and only desire that it might be extended beyond the circle of pupils to the youth of all professions. The activity of the Foreign Department of the Reich Youth leadership is not only concerned with the relationship of the HJ to the youth of other nationa, although this field is most clearly in evidence. It cares, in close cooperation with the League for Germandom Abroad (Volksbund fur das Deutschtum im Ausland), for the youth of the German settlements abroad, in Europe and South America, and awakens in the Reich German Youth the understanding for the brothers and sisters abroad.

In a special main branch, the Central Office for Volksdeutsche Youth Work (Mittelstelle fur Volksdeutsche Jugendarbeit), which took over the main tasks of the Central Office of German Youth in Europe, which in 1933 was attached to the organization of the Reich Youth leadership, the following fields are being worked on:

1. Borderland trips and trips abroad of the entire German youth
2. "Volksdeutscher" labor service
3. Schooling in the Reich of German youths living abroad

The borderland trips and trips abroad offer the possibility to give the young Germans abroad the contact with the new Germany by Reich German Youth hiking groups in form of performances (folksongs, folk dances and plays performed by laymen). At the same time, a selection by these youth hiking groups should be made in the German settlements abroad among those who appear suitable as youth leaders and therefore are to be called to the Reich for schooling.

All borderland trips and trips abroad of youth hiking groups and individual youth hikers have to be authorized by the hike office of the central office. Thereby the hikes of the "wild hikers" should finally be prevented which were not always to the good of the German

reputation abroad. On the other side the hikes should be arranged according to a certain plan, so that they can be directed into certain sections where a visit seems really appropriate.

A special task of the central office is the so-called Volksdeutsche Labor Service which has the task of a systematic schooling of German Youth leaders living abroad. In four specially suited labor camps the sense of the labor service is clearly demonstrated to the Germans living abroad by special schooling methods, in order that they can apply what they learned in their home organization.

Another branch of the Foreign Department has the task to combine the Reich German boys and girls inasmuch as is possible in youth groups in which National Socialist ideas are conveyed to them. To this effect the groups receive books and youth literature free of charge and especially such which establish the spiritual contact with the Reich German HJ. The work program provides the establishment of schooling camps of several weeks duration for German youths from abroad who above all should convey to the future leaders the experience of the present fatherland. Through an own press service, the Foreign Department tries to protect the rights of the German youth abroad in the Reich German Press. The daily appearing press service "Space of the East" ("Ostraum") brings short news about the movement of the German youth organizations abroad and the German school abroad for Lithuania, Letland, Esthonia, Poland, Czechoslovakia, Austria, Rumania, and Yugoslavia. Another paper "The School Review for Germans Abroad" (Die Auslandsdeutsche Schulschau) is delivered to a great number of German schools of higher learning. Furthermore the branch participates in the youth periodicals published by the Reich Youth leadership or in cooperation with it, and furnishes the German daily newspapers with articles of a principle nature about questions of the youth abroad, as well as the German newspapers abroad with news from the Reich and the German groups beyond the frontier. The branch "Press" in the Foreign Department is thereby the rallying point for the news on the movement of the German Youth abroad and the schools in the Reich for the Germans abroad.

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The branch "School" of the Foreign Department is of special importance. Its task is essentially to communicate to the HJ sufficient knowledge about the German idom of the borders abroad and of foreign politics. To carry through the schooling in the units, borderland and foreign lecturers were appointed who on central instruction of the chief lecturer had to carry out the schooling in the individual units. The first instruction week for lecturers abroad ("GA = Gebiet Ausland") on a systematic execution of the training program, was held from 4 to 10 December 1933 in Potsdam. The training program uses the following guides:

1. A regularly appearing schooling-letter with a publication of 65,000
2. Literature on the subject in general which is distributed to the lecturers abroad
3. The periodical "People and Reich"
4. Contributions in newspapers and periodicals

The training of the co-workers staff is to be extended by a number of additional training weeks and by supply of training material and establishment of competent libraries in the Oberbanne. Furthermore, special attention for the localities less than 100 km from the frontier is intended.

The colonial branch keeps awake the memory of the cultural, scientific, economic and military achievements in the former German colonial territory within the organizations under the order of the Reich Youth leadership. Beyond this, the German youth shall be informed about the importance of colonial possession for the supply of the home economy with colonial products and raw materials. It will be taken into consideration concerning this schooling that the guiding line of the Germany population policy which aims at the utilization of the space in the East will not be violated. In the historical schooling the "colonial-guilt-lie" and the thereby intended defamation of the German people - also in regard before the colored nations - will be emphasized and it will be pointed out that equal terms for the German people are only obtained when these parts of the Versailles shame dictat are also rectified.

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Special colonial lecturers who are assigned to the headquarters of the HJ and BDM down to the Bann and Unterbann will attend to the carrying out of these tasks. These lecturers also will be prepared for the solution of their tasks in courses in the Reich Leader School in Potsdam and within the districts and sub-districts. The literature at present on hand about colonial questions which, however, is only for limited use for the schooling within the HJ since it was written under different political conditions, will be put at the disposal as work material. New material, in accordance with timely requirements, is in preparation and will serve in the future as basis for all work. The youth should be informed every three months by a "schooling-letter" about everything worth while in the field of the colonial question which should come down to the sub-leaders of the whole HJ and BDM. In this direction, friendly cooperation with the biggest society, the German Colonial Society, takes place; material is exchanged. As much as the promised shipping space is available, members of the HJ (colonial lecturers) should be sent to the former German colonial territories so that they can learn at the spot the present-day conditions and give the Germans there a sign of our attachment. Supported by what they have seen and lived, they should after their return work here to enlighten the HJ in the country.

It would lead us astray to go into the details of the activities of the Foreign Department. Generalobergebietsfuehrer Karl Nabersberg devoted much energy to these duties and gave up even the leadership of the staff of the Reich Youth leadership with which he was charged for a time in favor of this task which had his particular interest. The thought that every Hitler boy and every BDM girl regardless in which part of the world they are, form a great comradeship and march together in spite of local separation in one direction and live and work in the same spirit was realized by the Foreign Department of the Reich Youth leadership.

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 1458-PS

18 November 1945.

I, GOETZ MAYER, T/Sgt, AUS, 33,812,169, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is acorrect and true translation of Document 1458-PS.

GOETZ MAYER
T/ Sgt, AUS
33,812,169

H1102 - 0050

TRANSLATION OF DOCUMENT 1462-PS
Office of U.S. Chief of Counsel

1939 REICHSGESETZBLATT Part I, Page 709

First execution order to the law for the HITLER YOUTH (General Regulation) of 25 March 1939

Erste Durchführungsverordnung zum Gesetz über die Hitler-Jugend (Allgemeine Bestimmungen). Vom 25. März 1939

Based on Article 4 of the law for the HITLER YOUTH of 1 December 1936 (Reichsgestzblatt I, page 993), I Order:

Article 1

1) The youth leader of the German Reich is solely competent f all missions of the physical, ideological and moral education of the entire German youth of the Reich area outside of the house of the parents and the school. The competence of the Reichminister for science, education and public orientation remains unaffected as far as private education and social education are concerned.

2) The following problems are transferred from the sphere of action of the Reich and Prussian Minister for science, education and public orientation to the sphere of action of the youth leader of the German Reich:

All affairs of youth care, the youth hostel system as well as of the accident and liability insurance in the interest of youth care.

The question of competence for the year's service on farms (LandJahr) is left to a special regulation.

3) The youth leader of the German Reich with the Hitler youth is subordinated to the financial authority of the NSDAP.

Article 2

1) The cadre Hitler youth (Stamm HJ) exists within the Hitler Youth.

2) Whoever was a member of the Hitler Youth since 20 April 1938, is a member of the cadre Hitler Youth.

3) Juveniles, who have had at least one year of good conduct in the Hitler Youth, and fulfill the conditions of ancestry for the acceptance into the NSDAP, may be accepted into the cadre Hitler Youth. More specific regulations will be issued by the Reich Youth leader of the NSDAP in agreement with the Fuehrer's deputy.

4) The acceptance into the cadre Hitler Youth of persons over 18 years of age, who are to be used in the leadership and administration of the Hitler Youth, can take place immediately.

5) Only the cadreHitler Youth is an affiliate of the NSDAP.

6) Membership in the cadre Hitler Youth is voluntary.

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Article 3

The Reichminister of the Interior will appoint the national agencies, subordinated to the youth leader of the German Reich, in agreement with Fuhrer's deputy and the Reichminister of Finance.

Article 4

The members of the Hitler Youth are entitled, and are obliged, if ordered, to wear the prescribed uniform.

Berlin, 25 March 1939

The Fuehrer and Reichs Chancellor
Adolf Hitler

The Deputy of the Fuehrer

R. Hess

The Reichminister and Chief of Reich Chancellory

Dr. Lammers

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 1462-PS

19 September 1945

I, FRED NIELBERGALL, 2nd Lt.Inf 0-133 55 67 hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 1462-PS.

FRED NIELBERGALL
2nd Lt. Inf.
0-133 55 67

TRANSLATION OF DOCUMENT 1482-PS
OFFICE OF U. S. CHIEF OF COUNSEL

Berlin, 20 July 1935

The Reich and Prussian
Minister of the Interior

III P 3701/5

Secret
Special Delivery Letter!

(Stamp)
The Reich Governor in Bavaria
22 July 1935 -- one enclosure
Sign: Fi 6 July 22
(apparently signature,
illegible)

SUBJECT: Confessional youth organizations

A direct endangering of public security and order has resulted from the recently observed intensive activity of confessional, particularly Catholic youth organizations, which have in numerous cases considerably overstepped the limits imposed on them by political development and therefore in many places led to clashes with the organizations which stand behind the government, particularly the Hitler youth.

I therefore respectfully request that, on the basis of paragraph 1 of the decree of 28 February 1933, the confessional youth organizations be forbidden to wear uniforms or uniform-like clothing and to assemble publicly with pennants and flags and that the wearing of insignia and the wearing of uniform costume as a substitute for uniforms as well as any outdoor sport activity be prohibited.

I respectfully request that I be immediately informed of your disposition (of the matter).

signed: Dr. FRICK (typed)
certified: (signature illegible,
begins with F) ministerial
chancellery secretary
(stamp:) settled 1 August

To
the provincial governments
(for Prussia: to the deputy
chief and inspector of the Prussian secret state police)
Munich M (signature illegible)

copies

to
Reich minister Kerrl
Reich minister for Science, Education, and Public Training
and the Reich governors with a request for cognizance.

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 1482-PS
1 November 1945

I, FRED NIEBERGALL, 2nd Lt. Inf. O-133 55 67, Hereby certify that I am thoroughly conversant with the English and German languages and that the above is a true and correct translation of Document No. 1482-PS.

FRED NIEBERGALL
2nd Lt. Inf.
0-133 55 67

H1102-0052

H1102 - 0053

TRANSLATION OF DOCUMENT NO. 1850-PS
Office of U. S. Chief of Counsel.

Filing reference 11 C-2 (in ink)

Subject: Negotiation between Obergruppenführer Krüger, Oberst Karmann Oberst Lorenz in the Chambers of the Reich Board of Trustees on 8 July 1933.

Oberst Karmann stated that the Armed Forces had so far maintained no contact whatsoever with the ex-service men. The only contact which the ex-service men have is the vote of their maintenance at the Reich Ministry of Labor. Oberst Karmann intends to establish an Ex-service men's Association for which membership of the SA is laid down as a condition. Ex-service men wait for about 3 years from the time their active service ends until they obtain a Civil Service post. Roughly estimated, they number about 20,000 men. In addition, approximately 8,000 non-commissioned officers and men arereleased yearly. The demand for these ex-service men is so great that, for example, Oberst Karmann has difficulty in obtaining personnel for his establishment. Oberst Karmann, however, wishes to send ex-service men compulsorily to the S.A., as soon as this is required by the Chief of Training. As a rule, the ex-service men go where they receive the best pay. Furthermore, Oberst Karmann explained his ideas on the recruitment of non-commissioned officers of the reserve. Forestry and customs officials should, for example, do several years military service with the Reichswehr. A similar provision should be made for officials of other categories. The settling of the question regarding the disadvantages of ex-service men in the SA, compared to those in the Labor Service has been postponed until a later date. Oberst Karmann mentioned that ex-service men, who were not appointed to good, regularly paid positions in the S.A. would, when they claimed their right to maintenance, be at a great practical disadvantage as regards their financial circumstances by reason of their S.A. service. He would see that there was official compensation for this.

Berlin, the 8 July 1933.

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(ink)

C002167

Confidential filing reference (in ink) 5 July 33 (ink)

Discussion with Oberst v. Vietinghoff, Chief of Armed Forces Division on Wednesday the 5th July 33.

1) Leadership of Reich Youth (Reichs jugendführung). The question of the powers of the Head of the Reich Youth in connection with pre-military training.

I stated that, by a decision of the Führer, the spheres of duty of the Head of the Reich Youth, the Reich Commissar for Sport and the Chief of Training are sharply defined. I sent a draft to Munich to that effect.

2) Students A discussion is taking place today between Oberst v. Vietinghoff and Gerullis regarding the question of military sports for students. Oberst v. Vietinghoff is of the opinion that these matters also should be placed under the control of the Chief of Training.

I mentioned my preliminary negotiations with Herr Schwab, formerly with the General Armed Forces Office)AWA-Allgemeines Wehrmachtsamt who, as liaison official on the Staff, was arranging this matter of military sports for students on the right lines.

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TRANSLATION OF DOCUMENT NO. 1850-PS
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Oberst v. Vietinghoff believes that the Prussian Ministry of Education and Public Worship, will make certain difficulties and would very much like to take a service-officer into the ministry as technical advisor. He suggested Hauptmann von Bernuth for this purpose.

3) I then gave an extensive outline of Bernuth's duties; he was working out the guiding principles for the training of men and the leaders for the military camps and schools for leaders in accordance with the wishes of the Reich Minister for Defense(Reichswehrministerium) with regard to pre-military training, in addition, however, he should make the technical preparations for weapon-training. Oberst v. Vietinghoff declared himself in aagreement.

Hauptmann v. Bernuth is being given a long-term appointment to my staff.

002168 131 F2(ink)

4) Labor Service Military sports in Labor service camps are suspended for considerations of foreign policy. Dr. Stellbrecht has been to Oberst v. Vietinghoff to inform him that the Labor Service is being organized on the wrong lines.

5) The Office for Defence Policy (Wehrpolitisches Amt) My answer to Oberst v. Vietinghoff's question was that the "Wehr-politisches Amt" must not interfere with my sphere of duties and that I considered it advisable to dissolve it.

Oberst v. Vietinghoff is of the opinion that the "Wehrpolitisches Amt" has become superfluous and that all questions relating to military sports should again be decided by the Chief of Training.

6) The budjet. I drew Oberst von Vietinghoff's attention to the fact that the budget question must find its solution through the S.A., that it was not advisable for the Reich Ministry for Defense to put the care for the budget on behalf of the Chief of Training, for that might cause difficulties. I drew attention to Oberst v. Reichenau's suggestion and how it would work out.

Oberst v. Reichenau recommends that the budget adviser to the Chief Of Training should contact Major Osterkamp, the expert of the Reich Ministry for Defense, who is very experienced in these matters. It would then be easier to get the budget passed by the Reich Ministry for Finance.

I declared myself ready to examine the budget, in conjunction with the Reich Ministry for Defense, as soon as it was decided upon. Furthermore, the Führer's demand in Reichenhall that I should train 250,000 SA men and leaders within a year so that they would be at the disposal of the Reichswehr in case of emergency, is the basis on which I shall act.

In accordance with this demand of Hitler's I should have to examine the possibilities of instructional training and draw up my budget accordingly. Deductions from the budget made by the Reich Ministry would not be allowed.

7) The Reich Trusteeship Oberst v. Vietinghoff asked when I was taking over the Trusteeship of the Reich, to which I answered , that I had had a talk with Neuville today and that he had requested me in the course of this discussion to go with him the next morning to Minister Seldte to obtain information regarding the winding-up of affairs.

Oberst v. Vietinghoff considers this step superfluous, and only calculated to cause further delay. I assured him that I was of the same opinion.

8) Branch Leaders. (Zweigstellenleiter) I referred to my order to the main groups; it is to be left to them to employ Branch Leaders as Training Inspectors as they are required. If there were not need for them, the former Branch Leaders would have to leave their posts.

Berlin, the 5 July 1933.

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TRANSLATION OF DOCUMENT NO. 1850-PS

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Secret

Filing Reference

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Bauer
(in pencil)

Discussion with Reich Defense Minister v. Blomberg on 15 July, 0930 hours.

1) My note of 13.7. to General v. Blomberg showed both parties that, in fact, there had been a misunderstanding in the way the budget question was viewed. General v. Blomberg had not been informed that Oberst v. Reichenau had tried to have the budget for the Chief of Training of the S.A. introduced by the Reich Ministry for Defense.

The Führer's statement of 12.7 regarding the basic regulations for pre-military fitness training for youth, which had been shown to him today, had cleared all doubts.

At the last discussion he had merely intended to grant to the Chief of Training from his own special Fund for training purposes, money which, might possibly be refused by the Reich Minister for Finance. He had only wished to offer his services for this purpose and today agreed with me that the Reich Ministry of the Interior should decide upon the budget for the Chief of Training and put the case for it in the cabinet.

2) With a view to a practical solution of the budget problems he suggests that a discussion should take place between the Chiefs at the beginning of August, in which the Ministers Frick Schwerin-Krosigk and v. Blomberg should take part; he recommended also that I should first have a word with State Secretary Reinhard in the Reich Ministry for Finance to smooth the way.

3) General v. Blomberg had me explain to him the forms of training in the military camps and requested that the very necessary camouflage measure be taken.

4) Relationship of the higher S.A.-Führerkorps to the Reich Ministry for Defence. Berlin, 15.7.33.

C002171.

Ki/Eg

Berlin, 1 Sept. 1933.

Filing Reference.

Subject. Enrollment in the SA of members of the Reichswehr who are due for release.

for the archives
(in ink)

Discussion (1.9.1933/0936 hours)
between Oberst Hinrie and Hauptmann von Wolf (general section and Armed Forces Section of Reich Ministry of Defense) on the one hand and Stabsführer Wühmann and Adjutant Kiefer on the other.

Oberst Hinrie expressed the wishes of the members of the Reichswehr. The latter wish, on entering the SA after their demobilization to receive a rank corresponding to their last appointment. They consider it inadvisable that, for example a non-commissioned officer on entering the SA should have as his superior in rank a man who was formerly under him.

As opposed to this, Stabsführer Wühmann holds that this idea is contrary to the spirit and the service instructions of the SA, for it is a demand which is particularly stressed in the SA that one should place oneself voluntarily under the orders of another.

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With regard to the Unions(Trenbünde) the commonly held opinion is voiced that their main purpose was to prevent the members of the Reichswehr due for release from going over to the left. After the assumption of power, since this danger was averted, this purpose will no longer be held good in future. Nevertheless, Oberst Hinrie advocates their continued existence, for the reasons stated below.

Suggestions for a temporary solution:

In future the Reichswehr will presumably only be recruited from members of the S.A. Thus the men being demobilized, will automatically return to the S.A. Therefore, the solution for this period is simple.

Page 2

Filing reference
(in ink)

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(in ink)

Filing reference
Discussion with State Secretary Reinhard, Reich Ministry for Finance on the morning of 18.7.

1) I reported to State Secretary Reinhard on the whole question of the budget for the new sphere of duties assigned to Chief of Training; I also asked that the further payment of the budget funds granted by the Reich Ministry for Finance and belonging to the Reich Trusteeship, since dissolved, should be cleared up for the current financial year.
2) Preliminary examination of the supplementary budget drafted by me for the financial year 33/34 and an additional demand of approximately 25 millions.
State Secretary Reinhard considers it very difficult under the circumstances to carry through the supplementary budget for the current financial year. He was informed that the Reich Ministry for Finance wishes to dispose of the funds granted from the Reich Trusteeship, but on the other hand considers it necessary that the discussion of Chiefs mentioned by General v. Blomberg should take place between the Ministries. Taking the long view, State Secretary Reinhard believes that the estimated budget could still be approved if the unemployment problem were solved in the autumn. This is in his opinion a preliminary condition.

In addition, however, Finance Minister Krosigk had the matter of the budget in his own hands, for the (Reinhard) has to solve all the problems relating to unemployment.

Berlin, 18 July 1933.

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131 E (1)
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11 C-4(in ink)
Bauer
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Filing Reference

Discussion with Ministerial Director Gerullis, Prussian Ministry for Public Worship and Instruction. on 17 and 18.7.33.

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TRANSLATION OF DOCUMENT NO. 1850-PS
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1) Gerullis is fundamentally of the opinion that all military sports in the colleges and universities should be in the hands of the Chief of Training. He declared himself to be in agreement with my suggestion to take onto my staff as liaison officer a Student Leader who is still to be nominated (Schwab or Krüger) and who, according to my suggestion, is to be responsible for all training in military sports.

In addition it is necessary for carrying this out further, that the S.A. Leaders etc. at present appointed as instructors in military sport in the Colleges and universities should once again be summoned to a special course in order to do their training on the new lines. Gerullis suggests Councillor Ministerialrat Haupt, present at today's discussion, as representative for Prussia. (3 illegible words in ink and illegible initials follow)

2) From 1 October, 5, officers of the General Staff are to be appointed for 3 years to the Universities of Königsberg, Breslau, Berlin, Cologne, and Frankfut-on-main to teach military tactics, leave of absence being granted for that period.

(Regulars, 5 senior Staff officers for this--marginal note in pencil)

They will give lectures on military tactics in those universities. On the 1 September these gentlemen will be brought to Berlin and will make contact with the Chief of Training. Questions regarding Military training are to be cleared up with me by these gentlemen. This ruling is the joint decision as mentioned by Oberstleutenant Weissenberger, who also took part in the discussion of the Reich Ministry for Defense and the Prussian Ministry for Public Worship and Education.

3) With regard to the former soldiers of the Reichswehr now united in the Unions (Tronbünde) it was said: The SA has no interest in incorporating the Unions, for all elements who do not believe firmly in the principles of the new ideology, are unwanted. (There is also no power of authority over these unions). The troop commanders should, however, be guaranteed authoritative influence over the unions in their commands. They should then see to it that:

1) All those who have hitherto been members of the Unions, who are suitable by reason of their ideology, are incorporated into the S.A.
2) That the members of the Reichswehr due for release in the future continue to join the unions which are under the supervision of the Commanders, but are without exception incorporated into the SA. The necessary foundations for this enrollment are to be laid immediately on entry into the Reichswehr and also constantly during military service.

Oberst Hinrichs has also set up for future use the following organization and order of service:

1) SA with preparation for the Reichswehr.
2) Period of service with the Reichswehr.
3) Re-entry into SA after release
4) Transfer to the S.A. Reserve (SA-handwehr) after the age of 45.

(Expansion of the Kyffhäuser Union (Kyffhäuserbund) to form the SA Reserve.)

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TRANSLATION OF DOCUMENT NO. 1850-PS
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Personal
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(ink)

The 5th September 1933.

To the
Chief of Naval Command for the attention
of Konteradmiral Dr. N.C. Gross.

Berlin W. 10

Königin Augustastrasse 38-42.

K/Kl.

Sir:

I am very much obliged for the dates of the Fleet Manoeuvres sent to me at the request of the Chief of Naval Staff (Chef der Marineleitung)

On the 17th inst. I shall go on board in Pillau punctually at 1200 and will take the liberty of reporting in good time when and where, I shall be arriving in Pillau, for before that I shall probably be on a duty visit in East Prussia.

I take this opportunity of expressing a personal wish.

The Chief of Staff, Oberst-leutnant Röhm, informed me that he will also be present at the Flott Manoeuvres. I should be very grateful if I could go on board the same cruiser for I think that particularly with regard to the whole question of the training of Naval-SA units, my presence might be of value. Since the problems relating to this are my responsibility, it would be a great advantage to me, if the opportunity were offered me, to discuss the question and all its complications with the Chief of Staff. In Nürnberg I took the opportunity of discussing the matter with Kowettenkapitän Kiesorityky, who is assigned to my staff. Kowettenkapitän Kiesorityky believes, however, that it is unlikely that my request will be fulfilled on account of the distribution already in hand.

For this reason, Sir, I am again applying directly to you.

Perhaps Kowettenkapitän kiesorityky could inform me briefly whether my request can be granted.

Your very faithfully,

Heil Hitler
R. (Krüger)

Obergruppenführer.

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For filing

received 31.10.33 Initials
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Secret.

Filing reference.

1) The speech delivered by the Führer to the SA leaders on the evening of Tuesday the 17.10, has induced me to bring up for decision by the Chief of Staff, the question as to whether it is right that the SA training in the army of the Reich should be continued. In the clearly expressed

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declaration of the Führer there might be a suggestion of apprehension lest, if we trained the SA in the Reichswehr, informers and spies might have the opportunity of passing information regarding that training to our foreign political opponents.

The Chief of Staff intends to decide this question before the Gruppenführer at the Gruppenführer discussion on 23.10, while I am commissioned to discuss the decision it is intended to make with the Reich Ministry for Defense. If the Reich Minister for Defense assumes complete responsibility for the resulting consequences, the Chief of Staff agrees to the training of the SA in the army.

I informed Hauptmann von Bernuth on 18.10 of this wish of the Chief of Staff, with the request that he would inform Oberst von Reichenau to that effect, and obtain the decision of the Reich Minister for Defense.

On the 19.10, 1100 hours, Oberst von-Reichenau asked me to a discussion in which this question was broached again. Oberst von Reichenau drew attention to the fact that, by this decision of the Chief of Staff, to reject the training of the SA in the Army of the Reich, would mean that the training by special courses would also be a thing of the past and also the whole of the training in frontier-guard duties would be rendered impossible. I replied that, with regard to the questions of frontier protection, no conversation had taken place between Chief of Staff and myself. This point would therefore need special consideration.

Filing reference. C002177/1 P.T.O.
(in ink) (in original)

The Chief of Staff is placing the decision with the Reich Minister for Defense, who, for his part, bears the responsibility for the training of the SA in the Army of the Reich.

The clearly-expressed speech of the Führer on 17.10 caused the Chief of Staff to clear up the question of responsibility in a way leaving no room for doubt for which reason it was absolutely necessary that the Reich Minister for Defense should make inquiries of the Chancellor.

If the Reich Minister for Defense assumed full and complete responsibility for the training in the Army of the Reich, the Chief of Staff saw no reason to cease training the SA in the Army.

II. Oberst von Reichenau showed me the letter written by Obergruppenführer von Jagow to the Reich Minister for Defense by way of reply to the complaint made by the Reich Minister for Defense regarding Obergruppenführer von Jagow.

Since it was possible to misinterpret the wording of von Jagow's letter, I repeated to Oberst von Reichenau the remarks I had made to Jagow, which the Reich Minister for Defense let fall in my presence. It appeared that Obergruppenführer von Jagow had on the occasion of his visit to Berlin on 17.10 had the opportunity of speaking to Kowettenkapitän von Langsdorff at the Reich Defense Ministry on the suspension of weapon training in the SA camps. A remark made by Jagow on this subject, which was quite unimportant and only reached Minister von Blomberg in the course of a report, was the reason for Minister von Blomberg's complaint regarding Obergruppenfuhrer von Jagow.

Oberst von Reichenau remarked that there had been a misunderstanding on the part of the Reich Minister for Defense and after examining the facts he was of the opinion that the complaint made by the Reich Minister for Defense about Obergruppenführer von Jagow, which was reported by word of mouth to Obergruppenführer Krüger, had been unnecessary.

C002178/1

Reich Minister for Defense von Blomberg would now feel induced to write to Jagow.

III. Discussion regarding the appointment of personnel to the Reich Ministry for Defense.

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IV. Discussion of the case von Reichenau, von Obernity, Gruppenführer Franken. It so happened that, through Hauptmann Fenchtlinger, Nürnberg, a conversation between himself and Gruppenführer von Obernity has come to the knowledge of the ministry.
Oberst von-Reichenau is very anxious that this misunderstanding should be removed. He will therefore write a personal letter to Gruppenführer von Obernity.

Berlin, the 19 October 1933.

/s/ Ringen.

C002179/1

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 1850-PS.

20 Nov. 1945.

I, EVE GLAZIER, P/O W.R.N.S. 37371, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 1850-PS.

EVE GLAZIER
P/O 37371

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PARTIAL TRANSLATION OF DOCUMENT 1992-PS
OFFICE OF U S CHIEF OF COUNSEL

Lecture by General (Obergebietsführer)
Dr. Hellmuth Stellrecht:

"The Military Education of the German Youth"
(Die Wehrerziehung der deutschen Jugend")

From: National-Politischer Lehrgung
der Wehrmacht, vom 15. - 23. Januar 1937.
Pp. 163 - 177.

Page 163.

All of you know already the words: Pre-military training, youth's physical training or military education (Wehrerziehung).

The first term "pre-military training" means, that the young person prior to his induction into the Army should acquire a certain amount of knowledge; the second term "youth's physical training" means conditioning of the body to a certain degree of physical fitness will be reached. However, we are choosing of the three terms the last one which is "military education". Because not only does it mean acquiring a certain amount of knowledge and reaching a certain degree of physical fitness, but what is more important, it will have a decisive influence on the soldier.

One will ask: Why is it that there is such an endless debate going on in Germany today about the term "military education"? Why are attempts being made just at present to define clearly the term "military education" to carry out what is recognized as correct? Is it done for the sole purpose of trying to get the lead over foreign countries? Is it because of reasoning that we did this, or does it go much deeper than is noticeable on the surface?

Gentlemen, I believe that it was not only because of the reasoning of individuals who inspired us that a change in our thinking unnoticeable for many is taking place and becomes visiable to all in its effects.

The term "military education" cannot be realized in a vacuum but it is closely connected with the symbol of the German soldier. Just like this symbol changes, the term "military education" also changes. Military education of the youth makes sense only under certain historical conditions. These in turn are closely connected with the ideology of state and society current at the time

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The young Germany found herself again in a soldierly way of life. The great historic development which lasted over hundred years had finally reached its conclusion and consequently the German people had gained new possibilities. Under Frederic the Great the military and the bourgeoisie (middle class) as different estates (Stände) opposed each other without understanding as hopeless strangers; the reforms the wars of independence (Freiheitskriege) brought about, had united again both terms. However, they could not overcome the bourgeois way of life permanently.

Only within our time was this development concluded since life was again molded into one unit. No more the citizen of the sovereign ruler but each citizen of the New Reich is being born to bear arms. It is not a "cursed obligation" which puts him under military law but his own free will urges him to do it and makes him recognize the necessity of military service not only for one or two years but for a life-time, under a new unified system which begins in the earliest childhood and ends only when he is also unable to do service at home for the well being of all.

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Considering all this, it goes without saying that we are talking about the military education of the German youth and carry it out. It is just as clear before our eyes that Friederich Ludwig Jahn with all his knowledge and the great effort put forward by him did not succeed in carrying it out. But now the time is ripe because the newly gained philosophy of life may be realized. It would only be self deception to believe that this task could be solved by from the top only. German youth has been a movement since a generation.

This movement started long before the war as a first proof of its coming great renovation protesting against the bourgeoise.

The Youth Movement (Jugendbewegung) before the war was not yet soldierly but it was hard against itself and on long hiking tours it helped laying the foundation for a real great Germany. The volunteer-spirit of the great war would be unthinkable without this youth movement - that volunteer-spirit which is the prerequisite of military duty! Of course, those who only came in order to fulfill their own duty did not spare themselves anything either in the great war. They was no less brave than the volunteers. The only difference was that the volunteer was willing to take responsibility for his fate, injury and death, while the other one felt more secure if the State and the Law were responsible for himself and the family when the misfortune arose.

The voluntary service was contained in the free corps (Freikorps), in the military organizations (Wehrverbäuden), in the organizations of the N.S.D.A.P. and in the Hitler Youth Movement.

The German youth has formed its own Reich within this youth-movement in which it has the right and privilege of its own way of life. In a decree issued by the Fuehrer on 1 December 1936, pertaining to the Hitler Youth Movement this own Reich was approved by him. It might be said that its own way of life gives its own character to German youth but we are lucky in that the philosophy of life of National Socialism has become the philosophy of life of youth and that there is no political differences between the different generations of present day Germany. Only the way of life of German youth has its individual emphasis. This has hardly penetrated the older generations. The way of life could also not be changed by an order from above because it did not grow by order or by accident but through a movement that has grown thru the decades. We have to observe the fact that in the youth organization and in other organizations different ways of life confront each other. For instance, the way of life of the Army which is based on the probably oldest tradition which we have. There is no doubt that a boy who changes from one organization to another feels that the different ways of life are different and that he tries to decide for himself if one or the other is the right one. He probably tries to compare youth hostel (Jugendheim) and barracks, comradeship leader (Kameradschaftsfuehrer) and sergeant, an evening in a youth hostel and military instruction, the comradly "thou" which bound him to all leaders up to the Reichs Youth Leader and the pronounced separation from his superior even the corporal, also, abstinence from nicotin and alcohol and the sudden abolition of this abstinence.

It would, of course, be completely senseless for the individual to start to investigate if this or that way seems right to him. It goes without saying that an army which is to be trained for battle must be handled entirely different from a unit of boys. I believe that there is no organization in Germany which has gathered so much experience through its century old tradition in leading men as the army. Only at a later age one comes to see those things as a result of a deep psychological knowledge which, as a private, as a young sergeant or lieutenant, seemed obscure, or which one carried out without thinking, as and how it has always been done.

It would be just as senseless to argue that the army, as the oldest organization, should demand that the way of life in the youth organization should be patterned after the army's way and that this should be done at

once by a system of orders and regulations. That would be completely wrong because the present youth movement is of a natural growth which cannot suddenly be sent by coercion but needs a certain amount of freedom to be able to grow further. And nothing would be more harmful than to substitute a system of orders, which developed under totally different conditions, for the free will of the present young generation. The forty years of German youth history cannot and shall not be erased because what has developed alive out of an idealistic motive shall never be extinguished.

But from a long range point of view it is necessary, that we do not allow the life oa a German boy who has to pass through all the organizations, to go through as many breaking experiences as there are organizations. On the contrary, it is necessary to give to his life and his development actual stability. We do not only want to train our boys and through the difference of the organizations give them the opportunity to compare and to criticize but we want to lead them in an unbroken line of development from boy to man, a development which must be natural to them, which does not give them cause to investigate why they have been dealt with in this or that manner. The political education of the boy stops when he enters into the service of the Armed Forces.

We have to admit that the way of life in the youth organization is different from that in the Armed Forces. But our time gives us an opportunity to draw one line of development from the tenth year to the time of discharge from the Armed Forces; that is the line of development of military training and military education. Therefore, it is in general of tremendous educational value and not only for the training of a soldier. The boy should feel that he is part of a natural of events and react to it by feeling a constant uninhibited enhencement of life.

The young scout grows into the armour-bearer of the nation. Thus the natural course of events is again completed which has been characteristic of every natural warrierdom. It always let the boy become a scout first, then gave him practice weapons and only then let him earn the deathly weapon of the man.

All military training must thus be regarded a building of life without friction, following only the laws of life and supported by the one as well as the other organization and nothing to block it. Life itself knows no abrupt fundamental changes from one day to another. One is not a boy one day and a man the next one but every age period has educational and formative significance, which needs to be recognized and utilized.

I case these laws are observed one will, a few decades from now, be incredulous before the achievements which will be made by development of physical potentialities and by technical knowledge and also before the high degree of ideological readiness which is inherit in the American soldier. The recognition of the laws of development will and must give us an incredible advantage over the achievements of other nations, especially in the present which is carried along by the impulse of national uprising. There is no question that even with several years of military training another nation cannot ever make up for that which was neglected in regard to development which we recognized and utilized in time.

But that which will happen in the future in regard to this will not only mean the training to be a German soldier but training to be a German man, the decisive final finish of whom takes place in the service of the Armed Forces. In addition, an extensive exchange of experiences will come about on the broadest possible basis between the Armed Forces in the Youth Organization on all things so decisive for all future development in order to continue the one education in every respect at the exact point where the other one stopped.

In regard to work with pure military education this has already been done in years of collaboration and very extensively. The result has been

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put down in a book written by me which regulates future military education up to the last detail of training and which, with, on mutual consent, includes a foremost and a preface by the Reichs minister of war (Reichskriegsminister) and the Reichs Youth Leader (Reichsjugendführer).

The basic idea of this work is to present to the boy what fits into the particular stage of his development. In doing this one avoids quite naturally to bring up before hand something that belongs into the future training of the Armed Forces and does not fit the boy but only the man. For that reason no boy is given a military weapon. Simply because it does not make sense from the point of view of development. But, on the other hand, it makes sense to give him practice guns of smaller caliber. Just as there are military exercises which fit only adult men there are exercises which are better tackled at the age of a boy. Among others, for instance, outdoor training.

The young man of twenty who has become enstranged to nature in the city - and two-thirds of the German population to-day live in cities - will find it very difficult to reestablish contact. Everything has become too foreign to him and he will never again be able to become a bush or woods runner (Busch- und Waldlaeufer) whose best friends are nature and terrain.

It is different for the boy. At the age of 12 to 16 or 17 a boy is actually ideal for the terrain. It is exactly the age of wild west romanticism when he thinks only in terms of secret paths, ambush and surprise raids. If at that time nothing brings the boy into the terrain if he only continues the dull way of going to school something ingrown and crooked develops in him which can never again be straightened out. The right time to put him into the terrain has been missed.

The same is true of the training of the senses. I am of the opinion that to the training for seeing even the most insignificant things in nature, for noticing the slightest change in the normal world around us, a very systematic training of the ear should be added. One has to learn again to distinguish from entire noise pictures the single important sound which has something to say. One has to learn direction hearing and distance hearing and one has to train the ear to be constantly on the alert and immediately registers the slightest noise which shows danger. This kind of training belongs entirely to a youthful age. If the right time has been missed it can hardly be made up in later years.

The boy starts to learn while he plays and in more and more systematic training becomes a young scout. He again acquires the incredible agility of primitive men to find cover and camouflage in the terrain, to use every indentation in the ground, every bit of vegetation to close in, to cover long distances without any noise also at night and, at the same time, to see everything, to hear everything and finally to appear out of nowhere before the baffled enemy; thus growing into the future battle technique through his full life of a boy.

I ask you, gentlemen, to think back for a moment and remember Langemarck, the volunteers who, for the idea, offered their lives to the bullets while singing "Deutschland, Deutschland ueber alles". And then think of the youth with the same ideological readiness of a few decades later which does not waste one drop of blood, which in defence and attack evades the enemy, against whom the best weapon becomes useless because it hardly any longer can find its aim. This is a picture of the goal of great education which starts with the playful training of the boy in the terrain and completes itself in the training in the Armed Forces.

If we in Germany use only a fraction of the effort which is used in the school to prepare the boy for <u>that</u> we will certainly get results. Because this service has one advantage: It meets the desires of the boy halfway while, thank heavens, sitting on a school bench never does. Because the fate of nations will also in the future not be determined by academicians

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but by politicians and finally by the soldier. Why should'nt it be possible to give back to German youth what is natural to primitive men? Our nation is healthy. The natural tendency for it still exists. They have not been lost, they are only abscured. First, they have to be forced so that they may grow again.

What a boy between 10 and 14 does in his games, the older boy practices in systematic training. But nowhere is there a place for unnatural drilling, everything shall and must be part of the life of youth. But the effort made by the individual must be increased as he grows older.

We Germans were given a great gift by providence. That is, that we are the only nation who knows how to hike (wendern). We are bound to nature not only by the necessity to exploit it but by the talent to understand nature emotionally. We experience nature when we hike because we add our own effort.

We do not wish our youth to goose step in a column, but travel in a small group (fahrtengruppe) which must find its own way. The group learns, after it has been taught essentials, to orient itself, to read maps and to judge the terrain. It increases the joy of hiking if the leader gives definite problems, for instance, to find a certain point visible in the terrain on the map, or, to look up a road on the map and lead the group to it, etc., etc.

The trip (fahrt) offers the great apportunity to fit in all that which belongs to the system: description and judgement of terrain; recognition and description the aim; use of terrain, scouting; reporting; securing; and to end up in a terrain game which requires all the boy; initiative.

The "Fahrt" does not alone train the boy in the terrain but, as I like to call it, to self-help (Selbsthilfe). During the war we found that the truely useful (kriegsbrauchbaren) soldiers were not those who had completed their training but those guys who knew what to do in any situation and could take care of themselves when it came to the smallest details. Only the mastery of these thousands of skills makes a completely usefull soldier. The idealist reaching for the stars is of little use if he cannot deal with all the unpleasant things which must be overcome. Of what use is the most enthusiastic man if he neglects his footwear and has to stay behind with bad feet. It is a useless comrade who does not know how to set up a tent, to dig a hole for cooking, to make a fire, to dress a wound. The many repulsive tasks in the world of war will soon cause him to stay behind as unfit, or he will remain a constant source of trouble to the sergeant, who will be unable to grasp how anybody could be born with so little common sense.

We have no use for helpless professors but need agile, quick youths which can deal with every situation in life and has learned all that at a time when it was easiest to learn it. This is, to a large extent the purpose of the hiking trip ("Fahrt") and the camp.

But the hiking trip has still another purpose. It is one of the best means of education at our disposal; because it is the only way in which the boy can get acquainted with his fatherland for which he will have to fight one day. From the perspective of the back alley he can never win it. But he who has not been completely satisfied will still find in sun and rain and in his own effort the meaning of trees and soil, of villages and old towns. He can carry it with him as his true possession and with this possession he ceases to be a proletarian. It is even a prerequisite for the possibility that the new state once again may give him a piece of land. Then again it would have a meaning to the individual.

The systematic development of physical ability for all of us today has become something self-understood. We can hardly grasp the fact that

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the old state did so little for it with a few hours of gymnastic exercises up to the end of compulsory school and nothing up to the time of military service. And that at a time when the number of men fit for military service in the large cities, decreased from year to year. It does not make sense to us to provide physical training only for those who desire it and, therefore, join sports clubs. Because he who does not do that is certainly much more in need of physical training. A definite program for physical training simultaneous with the physical development of the young person is a demand already made by the Fuehrer in his book "Mein Kampf" and which was therefore also demanded and carried out by the new state. The gap between school, labor and army service must finally be closed.

What shall and must be done in particular is clear today and established. The natural is the best. General physical training is the beginning. Then follows athletics. Track comes first, followed by jumping, throwing and pushing. But not everything belongs to athletics but only the simplest: short and long distance running, high and broad jumping, shot put and instead of javelin, club-throwing. For building the body those are the most benificial exercises which require a minimum of tools and at the same time not too much technique. Among those swimming is one of the exercises which develop the body in general. Why should a boy wait till he is 20 years old, to learn how to swim? In the question itself lies the contradiction. Why should the army occupy itself by teaching 70 percent of the rookies how to swim. The boy of ten can learn to swim and should master it long before he becomes a soldier.

. . . . . .

Of special value for the development of the body is any fighting sport, especially boxing. Every boy first learns free wrestling and then boxing. There is no sport which educates better to hardiness and fighting spirit.

One should not start it too early but only after the body has almost stopped growing, under no circumstances during the grooming periods. After that it shall be the main part of body training.

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P. 174

Every boy endures within the proper limits of his strength and resistance. It is the art of the educator not to go further and to go so far that through a new test new hardiness follows and in such a manner that the new test can be on a higher level and increase resistance by not giving beyond its limits.

. . . . . .

All that has been learned serves, from a military point of view, nothing but to get close to the enemy and to bring arms into effect. The entire education and training remains without value if it does not lead to the full effect of the weapon against the enemy. All training, therefore culminates in training in shooting. It cannot be emphasized enough and because shooting is a metter of practice one cannot start too early. In the course of years we want to achieve that a gun feels just as natural in the hands of a German boy as a pen. It is a strange state of mind in a nation if, through years many hours every day are spent in praticing calligraphy and grammatical writing but not a single hour in practice-shooting. Liberalism put the following slogen above school doors "Knowledge is power". We, on the other hand, have found out during the war and postwar period that the power of a nation, in the last analysis always rests on its arms and on those who know how to handle them.

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H1102 - 0067

P. 175

Shooting meets with the desire of a boy. There is hardly ever a boy who does not experiment with it, if only with a bow and arrow he made himself. Let us put into his hand that which suits him what gives him really pleasure. First a new air rifle with which he can really learn how to shoot and let us teach him how to do it correctly. Later, the older boy gets a small calliber rifle with which all the fine points of shooting can be taught and in the service of the army finally, as the last stage, a weapon.

In such a training course the art of shooting can be developed to a degree which, up to now, seemed not attainable.

. . . . . .

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In addition to general training there is special training for the new replacement generation in the Airforce, Navy and motorized troops. The training course for this has been established with the competent authorities in the Armed Forces. In addition, there is training in communications on a broad basis and, in the country, cavalry training.

. . . . . .

P. 176

With the law of 1 December 1936 on the Hitler-Youth, the Fuehrer made it possible to extend the principles which, so far, have been applied to the education of the Hitler-Youth to all German Youth. Military education is one of the most important tasks to be fulfilled by the future Hitler-Youth. Besides it there are the other tasks which are inseparably connected with it. In our opinion it is not possible to devide the thinking of a human being into various sections which then are cultivated by various organizations. But man is an indivisible whole also in regard to education. Military education and phylosophical (weltanschanliche) education belong together. The latter is not to exhaust itself in lectures but always through ideological attitude has to draw the conclusion through action.

During the years the boy lives in the youth organization we want to give him the knowledge of that for which he has to fight and be a soldier. The army of the new Reich is not only a community of men who know how to fight according to the laws of military honor, but a community of faith in the mission of the German people and in their own great task. The education of youth has to take care that the knowledge and the principles, according to which the state and the Armed Forces of our time have been organized and which support them, enter so thoroughly into the thoughts of the individual that they never again can be taken away and remain direction-giving principles all through life.

But if faith should be shattered and the idea itself should no longer be firm enough then the German man must have been educated in such a manner that the laws of honor, which alone enable him to live in his community, still hold. And if even those should be shattered, there remains as the last resort the manly discipline, the iron habit to obey silently and to carry out, without a word that service by order of another for which the individual will does not suffice. He who cannot give orders to himself, must get used to obeying the orders of others and to feel the obligation to do so so strongly that even at the most dangerous moment it does not fail. It is a fine thing when a man of 20 learns to obey unconditionally but it is much better when the boy of ten starts to put his own wishes aside, to renounce, to git in, and to serve the will of the community.

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Gentlemen, you can see for yourself that the tasks of present German youth education have gone far beyond the "playful". Within the great order of the new Reich they have taken on a new and tremendous significance. In order to be able to solve these problems apart from everything old and inhabiting the Fuehrer has given its own realm to youth. But this problem can only be solved if the large educational organizations of the German peoples are coordinated in such a way that the life of the German boy constantly increases in physical skill as well as in ideological will. It would be a pleasure to know that I succeeded in showing you the great possibilities and in arousing your interest in the fact that the Armed Forces and the youth together, have to follow one road.

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CERTIFICATE OF PARTIAL TRANSLATION
OF DOCUMENT NUMBER 1992-PS

22 November 1945

I, GOETZ MAYER, T/Sgt, AUS, 33,812,169, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a correct and true partial translation of Document 1992-PS.

GOETZ MAYER
T/Sgt. AUS
33,812,169

TRANSLATION OF DOCUMENT 2061-PS
Office of U.S. Chief of Counsel

1934 REICHSGESETZBLATT I, Page 785

Oath of Reich Officials and of German Soldiers.

Gesetz über die Vereidigung der Veamten und der Soldaten der Wehrmacht.
Vom 20. August 1934.

Law on attestation of officials and of soldiers of the Armed Forces, of 20 August 1934.

The Reich's government has enacted the following law which is hereby proclaimed:

Art. 1

The Public officials and the soldiers of the armed forces have to take an oath of service on entering service.

Art. 2

1) The oath of service of public officials will be:
"I swear: I shall be loyal and obediant to Adolf Hitler, the Führer of the German Reich and people; respect the laws, and fulfill my official duties conscientiously, so help me God."

2) The oath of service of the soldiers of the armed forces will be:
"I swear by God this sacred oath, that I will render unconditional obediance to Adolf Hitler, the Führer of the German Reich and people, supreme commander of the armed forces, and will be ready as a brave soldier to risk my life at any time for this oath."

Art. 3

Officials already in service are to be given the oath without delay according to Art 2, number 1.

Art. 4

The law on attestation of officials and of soldiers of the armed forces of 1 Dec. 1933 (RGBl. I. P. 1016) and the decree of the second of the same month (RGBl. I. P. 1017) are rescinded.

Berlin, 20 August 1934.

The Führer and Reichschancellor
Adolf Hitler

The Reichsminister of the Interior
Frick.

The Reichsminister of Defense
Von Blomberg.

- -

CERTIFICATE OF TRANSLATION OF DOCUMENT NO. 2061-PS 15 Oct. 1945.

I, FRED NIEBERGALL, 2nd Lt. Inf. 0-133 55 67, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document 2061-PS.

FRED NIEBERGALL
2nd Lt. Inf.
0-133 55 67

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TRANSLATION OF DOCUMENT 2078-PS
OFFICE OF U.S. CHIEF OF COUNSEL

1934 REICHSGESETZBLATT, PART I, PAGE 365

Decree concerning the establishment of the Reichs Ministry of Science, Education, and Popular Culture of 1 May 1934

Erlass über die Errichtung des Reichsministeriums für Wissenschaft, Erziehung und Volksbildung vom 1 Mai 1934

---

(1) For the entire system of education, training, and instruction of the Reich, as well as for the tasks of sience, a Reich Ministry for Science, education, and popular culture is established.

(2) The director of this office bears the title "Reich Minister for Science, Education and Popular Culture".

(3) The Chancellor of the Reich will determine the various duties of the Reich Ministry for Science, Education, and Popular Culture. He will also determine the duties which are transferred from the sphere of activity of the Reich Ministries affected to the new ministry and also even if the sphere of activity of the ministries concerned is fundamentally affected hereby.

Berlin, 1 May 1934

The President of the Reich
von Hindenburg

The Chancellor of the Reich
Adolf Hitler

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2078-PS

4 November 1945.

I, FRED NIEBERGALL, 2nd Lt., Inf., O-1335567, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a correct and true translation of Document No. 2078-PS.

FRED NIEBERGALL,
2nd Lt., Inf.,
O-1335567.

H1102 - 0071

TRANSLATION OF DOCUMENT NO. 2084-PS
OFFICE OF U S CHIEF OF COUNSEL

1933 REICHSGESETZBLATT PART I, NO. 40 PAGE 215

LAW ON THE FORMATION OF STUDENT - ORGANIZATIONS AT SCIENTIFIC UNIVERSITIES.

22 APRIL 1933.

GESETZ UEBER DIE BILDUNG VON STUDENTENSCHAFTEN AN DEN WISSENSCHAFTLICHEN HOCHSCHULEN.

VOM 22. APRIL 1933.

The Government of the Reich has decreed the following law which is promulgated herewith:

Section 1

Students of German descent and mother tongue, fully registered with a scientific University shall constitute the Student - body of such University, regardless of their citizenship:

Section 2

The Student - body is a part of the University and represents the students as a whole.
It shall be instrumental in ensuring that students fulfill their duties towards the people, the State, and the University.

Section 3

Details relating to organization and work of the student - bodies will be determined by Land governements' Student Regulations and by the by - laws of the Universities and the Student - bodies.

Berlin, 22 April 1933.

The Reich Chancellor
ADOLF HITLER

The Reich Minister of the Interior
FRICK

CERTIFICATE OF TRANSLATION
OF DOCUMENT 2084-PS

I, Arne Olsen 2nd Lt., A U S , 02013976, hereby certify that I am thoroughly conversant with the English and German languages, and that the above is a true and correct translation of the Document No. 2084-PS .

ARNE OLSEN

A U S, 02013976

H1102 - 0072

TRANSLATION OF DOCUMENT NO. 2088-PS
OFFICE OF U.S. CHIEF OF COUNSEL

1934 Reichsgesetzblatt; Part I, Nr51, p. 375 of May 14, 1934

Decree CE-lass) relating to the tasks of the Reich-Ministry for Science, Education and Public Instruction.

of 11 May 1934

Pursuant to the decree of the Reich-president of 1 May 1934 (Reichsgesetzblatt I p 365) I determine that the following affairs within the purview of the Reich Ministry of the Interior will be transferred to the Reichs-Ministry of Science, Education and Public Instruction.

1) Science:

General matters of science also in their relation to foreign countries.

Reich-Institute for Physical-Technology.

Reich-Institute for Chemical Technology.

Reich-Institute for Seismology

Acadamies for science, important for the Reich, inside and outside Germany

Scientific libraries

Folklore- Archaeological Institute

2) Education and Instruction:

Matters concerning Universities and Colleges, Leader of the Reich-Association of the Students at Universities and professional schools, General school matters, Secondary schools, High-schools, Private-schools, Professional and trade schools, German school affairs in foreign countries, Schools in foreign countries.

3) Youth Associations.

4) Re-Education of adults.

In all the fields designated above the Reich-Minister for Science, Education and public instruction is competent for tasks including the legislation. (The general principles apply to the participation of other Reichsministers.

Berlin, 11. May 1934
The Reich Chancellor : Adolf Hitler

H1102 - 0073

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2088-PS

I, Tibor W. Schonfeld, AEF, Permit No. 51029, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 2088-PS.

Tibor W. Schonfeld
AEF, Permit No. 51022

TRANSLATION OF DOCUMENT 2115-PS
OFFICE OF U S CHIEF OF COUNSEL-

1939 REICHSGESETZBLATT, PART I, PAGE 710

Second Execution Order to the Law for the
Hitler Youth (Youth Service Regulation)
of 25 March 1939

Zweite Durchführungsverordnung zum Gesetz
über die Hitler-Jugend (Jugenddienstverordnung)
vom 25. März 1939

On the basis of Article 4 of the law for the Hitler Youth of 1 December 1936 (RGBl I, page 993), I order:

Article 1

Length of Service

(1) Service in the Hitler Youth is honorary service to the German people.

(2) All juveniles from the 10th to the end of the 18th year of age are obliged to serve in the Hitler Youth, and namely:

1. Boys between the ages of 10 and 14 in the Junior Hitler Youth (Deutsches Jungvolk)(DJ),
2. Boys between the ages of 14 and 18 in the Hitler Youth (HJ),
3. Girls between the ages of 10 and 14 in the Junior Hitler Youth (Jungmädelbund)(JM),
4. Girls between the ages of 14 and 18 in the German Girls League (Bund Deutscher Mädel)(BDM).

(3) Pupils of elementary schools, who have already completed their 10th year of age, are deferred from the service in the Hitler Youth until they leave the classes of the elementary schools.

(4) Pupils of elementary schools, who have already completed their 14th year of age, remain until their discharge from school members of the Junior Hitler Youth (DJ and JM).

Article 2

Educational Authority

All boys and girls of the Hitler Youth are subject to a public-legal educational authority according to the provisions of regulations, decreed by the Fuehrer and Reich Chancellor.

Article 3

Unworthiness

(1) Those juveniles are unworthy of membership in the Hitler Youth, and thus are excluded from the community of the Hitler Youth, who

1. Commit dishonorable acts,
2. Were dismissed from the Hitler Youth, before this law came into effect, because of dishonorable acts,
3. Who cause offense by their moral behavior in the Hitler Youth or in public, and thus injure the Hitler Youth.

(2) Furthermore, juveniles are excluded from membership in the Hitler Youth, as long as they are in official custody.

(3) The youth leader of the German Reich can permit exceptions.

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Article 4

Unfitness

(1). Juveniles, who have been found, in the opinion of a medical office of the HJ or of a physician, commissioned by the HJ, to be unfit or only partially fit for service in the Hitler Youth, must be relieved altogether or partially from service in the Hitler Youth according to the medical decision.

(2) The cooperation between health offices and the execution of other hygienic measures will be regulated by the youth leader of the German Reich in agreement with the Fuehrer's Deputy and the Reich Minister of the Interior.

Article 5

Deferment and Exemption

(1) On request of the legal guardian or the HJ leader concerned, juveniles can in each case be deferred or exempted from service in the Hitler Youth up to the duration of one year, if they:

1. Are retarded considerably in their physical development,
2. In the judgement of the school principal cannot fulfill the demands of school without the exemption.

(2) In individual cases, a request for deferment or exemption from service in the Hitler Youth can also be granted, when the conditions of Part 1 do not exist, but if there are other urgent reasons, which justify the temporary or permanent absence of a juvenile from service in the Hitler Youth.

(3) The youth leader of the German Reich will issue further regulation:

Article 6

German Subjects of non-German National Origin

(1) Juveniles of German citizenship, whose both parents or father belong according to their own statement to the Danish or Polish ethnic groups, are to be exempted from membership in the Hitler Youth on request of those who are charged with their care. If several persons have the right and duty to care for the juvenile person, and not everyone of them makes the request, the juvenile may be exempted. Illegitimate juveniles may be exempted from membership in the Hitler Youth on request of those who are charged with their care, if the mother belongs according to her own statement to the Danish or Polish racial groups; they are to be exempted if the guardian agrees to the request.

(2) The request is to be made to the lower administrative authorities. The higher administrative authority will investigate whether there is an adknowledgment of membership in the Danish or Polish ethnic group. More specific administrative rules will be issued by the Reich Minister of the Interior in agreement with the youth leader of the German Reich.

(3) The Reich Minister of the Interior exercises the supervision over youth organizations of the Danish or Polish ethnic groups. New foundations need his permission.

(4) No compulsion may be exercised by anyone toward the joining of a youth organization of the Danish or Polish ethnic groups.

Article 7

Racial Requirements

Jews (Article 5 of the 1st proclamation to the law of Reich citizenship of 14 November 1935 (RGBl I, page 1333) are excluded from the membership of the Hitler Youth.

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Article 8

German Subjects residing Abroad

Juveniles of German citizenship, who reside abroad, and who are only temporarily in the German Reich, are not obliged to serve in the Hitler Youth.

Article 9

Registration and Induction

(1) All juveniles are to be registered with the respective Hitler Youth leader for induction into the Hitler Youth, before 15 March of the calendar year during which they complete their 10th year of age. If a juvenile fulfills the conditions for acceptance into the Hitler Youth(for instance release from official custody, receipt of citizenship, permanent residence in the German Reich) after this time, the juvenile is to be registered within one month after fulfillment of the conditions named.

(2) The legal representative of the juvenile is liable for the registration.

(3) Induction into the Hitler Youth takes place on 20 April of every year.

(4) The youth leader of the German Reich will issue more specific regulations about registration and induction into the Hitler Youth.

Article 10

Discharge

(1) The following will be discharged from the Hitler Youth:

1. Juveniles after the expiration of the period, fixed in Article 1, and girls who marry,
2. Juveniles concerning whom it is established that they are excluded from membership in the community of the Hitler Youth according to the regulations of this law.

(2) Article 3, part 3 apply accordingly to No. 2 and 3.

(3) Male and female leaders remain members of the Hitler Youth after the period fixed in Article 1 has expired. Their discharge will take place by special regulations. They are to be discharged on their request.

Article 11

Leaves during Membership in the Hitler Youth

(1) The membership in the Hitler Youth becomes inactive for the duration of active military service.

(2) Members of the Reich labor service may not be active in the service of the Hitler Youth.

Article 12

Punitive Regulation

(1) A legal guardian will be punished with a fine up to 150 marks or with confinement if he intentionally acts against the provisions of Article 9 of this law.

(2) Whoever malevolently prevents or attempts to prevent a juvenile from serving in the Hitler Youth, will be punished with prison and fine, or with one of these punishments.

(3) Legal punitive action will only be taken on request of the youth leader of the German Reich. The request can be withdrawn.

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(4) Juveniles can be forced by the respective local authorities, to fulfill the duties with which they are charged on the basis of this law, and of the implementative regulations issued for it.

Article 13

Final Regulations

For juveniles of the age classes 1921 to 1929, who have not belonged to the Hitler Youth up to now, the youth leader of the German Reich will fix the time of their registration and induction into the Hitler Youth.

Berlin, 25 March 1939

The Fuehrer and Reich Chancellor
Adolf Hitler
The Deputy of the Fuehrer
R. Hess
The Reich Minister and Chief of the
Reich Chancellery
Dr Lammers

- - - - - - - - - -

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO 2115-PS

31 October 1945

I, CHARLES E. BIDWELL, S/Sgt, 13146054, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document 2115-PS.

CHARLES E. BIDWELL
S/Sgt, 13146054

TRANSLATION OF DOCUMENT 2229-PS
OFFICE OF U S CHIEF OF COUNSEL

1933 NATIONALSOZIALISTISCHE PARTEI-KORRESPONDENZ, PAGES 2 AND 3

Issue 423, 22 June 1933, of "NSK" or "Nationalsozialistische Parteikorrespondenz" (National Socialist Party Press Agency), also termed "NSK, Pressedienst der NSDAP" (NSK, Press Service of the NSDAP), the official news agency of the NSDAP. Edited by Wilhelm Weiss. Responsible for communications of the Reich Press Office (Reichspressestelle) Dr. Otto Dietrich, Reich Press Chief (Reichspressechef). Published by Franz Eher Successor, Munich.

THE REICH YOUTH LEADER AT WORK

IMPORTANT ORDER OF BALDUR VON SCHIRACH

NSK Berlin, 22 June

The Youth Leader of the German Reich, Baldur v o n S c h i r a c h, has published the following order:

.....

ORDER 2.

1. The Greater German League (Grossdeutscher Bund), together with its sub- and member organizations, is dissolved as of 17 June 1933. The property of the Greater German League and of the affiliated sub- and member organizations is to be secured. Thus, along with the Greater German League the following have been dissolved:

1. Free Band of the Young Nation (Freischar Junger Nation)
2. German Free Band (Deutsche Freischar)
3. German Boy Scout League (Deutscher Pfadfinderbund)
4. The Geuses (Die Geusen)
5. Community Circle of German Boy Scouts (Ringgemeinschaft deutscher Pfadfinder)
6. Circle of German Boy Scout Districts (Ring deutscher Pfadfindergau
7. German Boy Scout Corps (Deutsches Pfadfinderkorps)
8. Free Band of Protestant Boy Scouts (Freischar evangelischer Pfadfinder)

2. The Reich Cimmittee of German Youth Associations (Reichsausschuss der deutschen Jugendverbände) is dissolved herewith. Previous tasks of the Reich Committee will be taken over into the expanded sphere of tasks of the Youth Leadership of the German Reich.

3. All Youth Organizations in Germany are to be reported to the Youth Leader of the German Reich (Berlin NW 40, 10, Kronprinzenufer, Department for Organizations. Youth Organizations which have not reported, or reported only incompletely, by 15 July 1933 are to be considered as dissolved. It is expressly emphasized that the term "Youth Organizations" also comprises such organizations which are groups within adult organizations. The reports are to be submitted by the top leadership of individual youth organizations for the entire organization. Insofar as the youth groups of adult organizations do not have centralized youth leadership, the leadership of the adult organization is obligated to submit the report.

It is mandatory that the report contain:

1. name of the society (with accurate information about the legal status of the society);

2. board of directors of the society (accurate information about name, residence, and telephone number (if applicable);

3. information relative to person authorized to represent the society;

4. office of the society (telephone);

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5. banking and postal checking accounts of the society, with indication who is authorized to sign for the society there;

6. accurate membership figures with indication when the figures were ascertained;

7. statutes of the society;

8. information about the organizational structure of the society, insofar as they are not contained in the statutes;

9. information about chairmen of districts, regions, states, or similar subdivisions;

4. The tasks of the Youth Leader of the German Reich must be accomplished partially with the help of contributions of affiliated organizations. The amount of contributions will be fixed in the very near future.

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2229-PS

24 October 1945

I, FRED NIEBERGALL, 2nd Lt Inf, 0-1335567, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a correct and true translation of Document No. 2229-PS.

FRED NIEBERGALL
2nd Lt Inf
0-1335567

H1102 - 0079

OFFICE OF U S CHIEF OF COUNSEL
TRANSLATION OF DOC. NO. 2260-PS

From Page 1, Issue 422, 21 June 1933, of "NSK" or "NATIONALSOZIALISTISCHE PARTEIKORRESPONDENZ" (National Socialist Party Press Agency), also termed "NSK, Pressedienst der NSDAP" (NSK, Press Service of the NSDAP), the official news agency of the NSDAP. Edited by Wilhelm Weiss. Responsible for communications of the Reich Press Office (Reichspressestelle) Dr. Otto Dietrich, Reich Press Chief (Reichspressechef). Published by Franz Eher Successor, Munich.

SETTLEMENT OF RELATIONSHIP BETWEEN NSDAP AND STAHLHELM (STEEL HELMETS).

NSK The Reich Press Office of the NSDAP informs us:

The following agreement was reached in a conference that took place today between the Reich Chancellor, the Reich Labor Minister Seldte, the Reichswehr (War) Minister and the Vice-Chancellor:

To ensure the striking power of the National Socialist revolution the Stahlhelm, League of front-line Soldiers (Bund der Frontsoldaten), integrates itself into the National Socialist movement in the following manner:

a) The Old-Guard Nucleus of the Stahlhelm (Kernstahlhelm) remains, as heretofore, under the leadership of the League Leader (Bundesführer).

b) The League Leader prohibits, as of now, any party membership except that in the NSDAP to members of the Old-Guard Nucleus of the Stahlhelm (Kernstahlhelm).

c) The leader of the NSDAP, Adolf Hitler, thus permits membership in the Stahlhelm for the NSDAP.

d) The Stahlhelm Youth (Jungstahlhelm) takes its place side by side with the SA and SS, and is subordinate to the Supreme SA Leader (Obersten SA-Fuehrer). The "Scharnhorst" will be integrated into the Hitler Youth (Hitler Jugend).

e) The leader of the Stahlhelm Youth (Jungstahlhelm), von Morozowicz, joins the staff of the Supreme SA Leader.

Berlin, 21 June 1933.

Adolf Hitler
Franz Seldte

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2260-PS

24 October 1945.

I, FRED NIEBERGALL, 2nd Lt., Inf., O-133 55 67, hereby certify that I am thoroughly conversant with the German and English languages; and that the above is a correct and true translation of Document No. 2260-PS.

FRED NIEBERGALL
2nd Lt., Inf.,
O-133 55 67.

H1102 - 0080

2299

TRANSLATION OF DOCUMENT ~~2300~~-PS
OFFICE OF U S CHIEF OF COUNSEL

Organization of Age Groups

JUNIOR HITLER YOUTH
(Deutsches Jungvolk - DJ)

COMPANY (Fähnlein)

PLATOON 4	PLATOON 3	PLATOON 2	PLATOON 1
10 years old (Jungzug)	11 years old (Jungzug)	12 years old (Jungzug)	13 years old (Jungzug)

Membership begins on 20 April

Transfer on 20 April

To:

COMPANY (Gefolgschaft)

HITLER YOUTH (HJ)

PLATOON 4	PLATOON 3	PLATOON 2	PLATOON 1
14 years old (Schar)	15 years old (Schar)	16 years old (Schar)	17 years old (Schar)

Transfer on 9 November

To:

Party (Partei)	Reich Labor Service	Armed Forces
S.A. (Storm Troops) S.S. (Black Shirts) NSKK (Nazi Party Motor Corps) NSRK (Nazi Party Cavalry Corps)	(Reichsarbeitsdienst)	(Wehrmacht)

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. ~~2300~~-PS

2299 16 November 1945

I, PAUL W. FREEDMAN, S/Sgt., 33799122, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 2300-PS.

2299

PAUL W. FREEDMAN
S/Sgt.
33799122

H1102 - 0081

TRANSLATION OF DOCUMENT NO. 2300-PS
OFFICE OF U. S. CHIEF OF COUNSEL

The German Youth before and after the fight of the Hitler-Youth for its claim for monopoly.

(Translator's note: Read original from left to right)

1933

Jewish associations
Communistic associations
Socialistic associations
Catholic associations
Protestant associations
Fraternity associations
Professional associations
Sport associations
Folklore associations
State political associations
Hitler-Youth

1936

Jewish associations
Catholic associations
Hitler Youth

- - - - -

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2300-PS

I, P/O Evelyn E. S. Glazier, W.R.N.S., 37371, hereby certify that I am thoroughly conversant with the English and German languages and that the above is a true and correct translation of an excerpt of Document No. 2300-PS.

EVELYN E. S. GLAZIER
P/O, W.R.N.S.
37371

H1102-0082

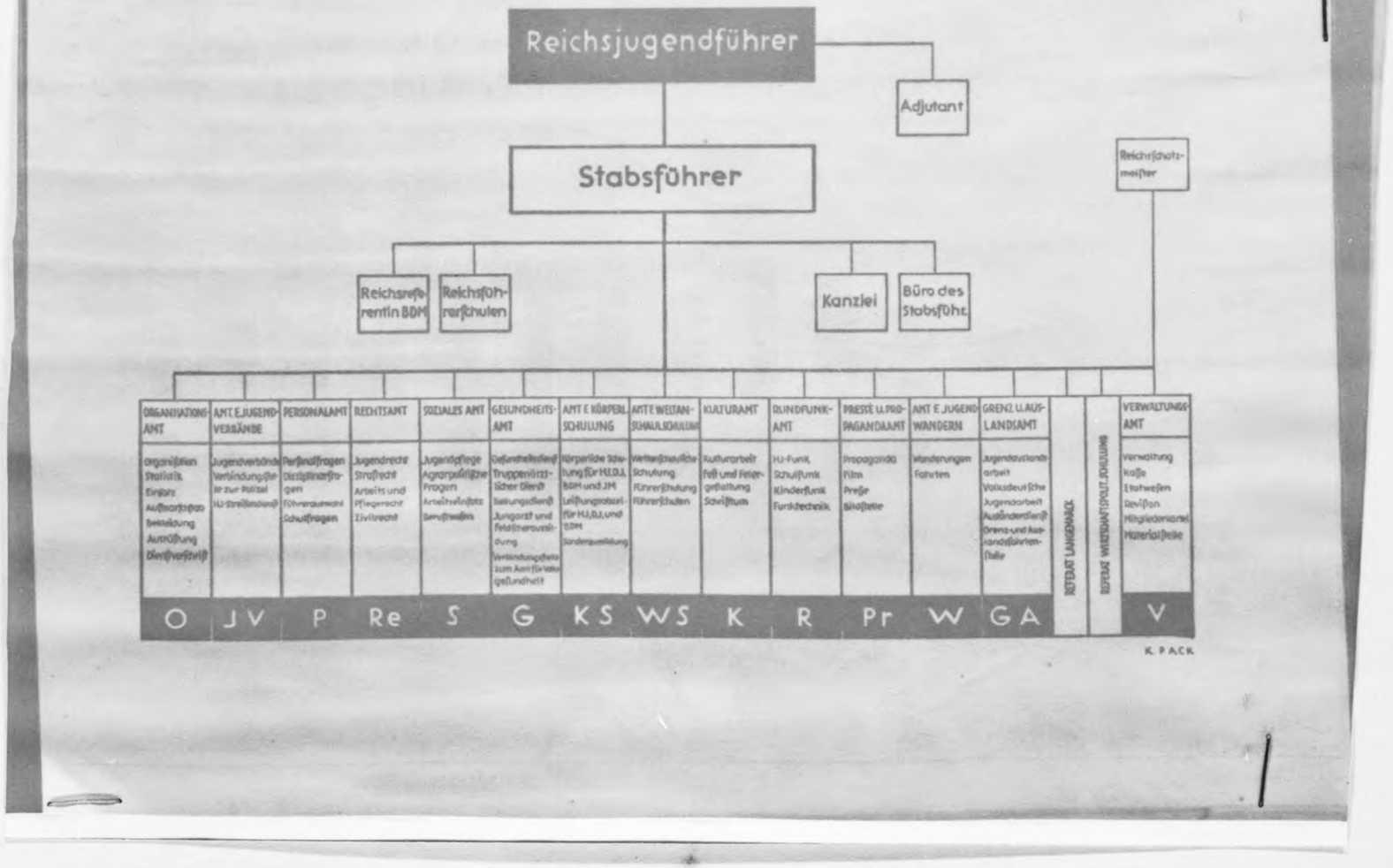
2301-PS

Die Führerschulung der Hitler-Jugend

Stundenaufteilung eines dreiwöchigen Lehrganges für HJ-Führer an einer Gebietsführerschule

H1102 – 0083

GLIEDERUNG DER REICHSJUGENDFÜHRUNG

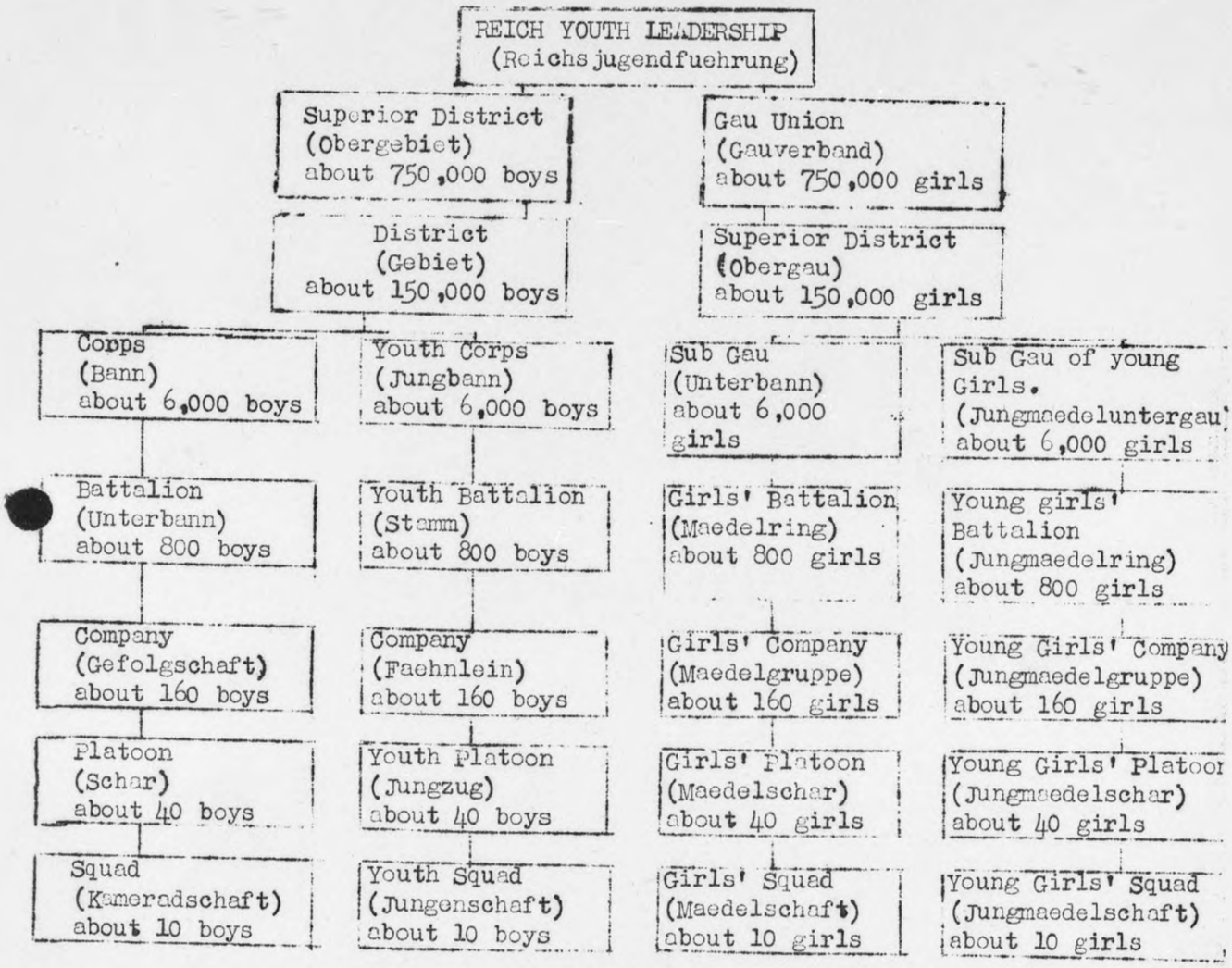


H1102 - 0084

2302-PS

TRANSLATION OF DOCUMENT NO. 2303-PS
OFFICE OF U.S. CHIEF OF COUNSEL

Table of Organisation of the Hitler Youth



HJ
Hitler Youth
boys of 14-18 years

DJ
German children in the Hitler Youth (Deutsches Jungvolk)
boys of 10-14 years

B DM
Union (Bund) of German Girls in the Hitler Youth
Girls of 14-21 years

J M
Young Girls (Jungmaedel) in the Hitler Youth
Girls of 10-14 years

- - - - - - -

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2303-PS

I, Willard E. Skidmore, Lt(jg), USNR, 391590, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 2303-PS

WILLARD E. SKIDMORE
Lt(jg), USNR, 391590

H1102 - 0085

2304-PS
50 copies

H1102 – 0086

Organization of Hitler Youth Regiment (Bann).

Junior Hitler Youth Leader

Female Leader of the Sub-District (Untergau)

Female Leader of Junior Hitler Youth in Sub-District

Hitler Youth Leader

N.S.D.A.P.

S.A. | S.S. | N.S. Automobile Corps

N.S. Units

Adjutant

Reg. Leader of the Patrol-Service

County Adjutant

County Youth Warden

County Deputy

D.A.P. Labor Supervisement of the County Youth

County Youth Warden of the Reich Food Estate

Administrative Department of the Province (Gebiet)

Organization Office	Personnel Office	Legal Office	Social Office	Health Office	Office for Physical Training	Office for Ideological Training	Cultural Office	Radio Office	Press and Propaganda Office	Office for the Youth Excursions	Frontier and Foreign Bureau	Administrative Office
O	P	Re	S	G	KS	WS	K	R	Pr	W	GA	V

Battalion I (Unterbann)

Adjutant | Hq. Plat.

Company (Gebietsschule) 1. | Company 2. | Company 3. | Company 4. | Company 5.

A B C D A B C D A B C D A B C D A B C D

E F G A E F G A E F G A E F G A E F G A

Platoon (Gebietsschule) | Platoon 1. | Platoon 1. | Platoon 1. | Platoon 1.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

Platoon 2. | 2. | 2. | 2. | 2.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

Platoon 3. | 3. | 3. | 3. | 3.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

Platoon 4. | 4. | 4. | 4. | 4.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

Battalion II

Adjutant | Hq. Plat.

Company 6. | 7. | 8. | 9.

A B C D

E F G A

Platoon 1. | 1. | 1. | 1.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

2. | 2. | 2. | 2.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

3. | 3. | 3. | 3.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

4. | 4. | 4. | 4.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

Battalion III

Adjutant | Hq. Plat.

Company 11. | 12. | 13. | 14. | 15.

A B C D

E F G A

1. | 1. | 1. | 1. | 1.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

2. | 2. | 2. | 2. | 2.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

3. | 3. | 3. | 3. | 3.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

4. | 4. | 4. | 4. | 4.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

Battalion IV

Adjutant

Company 16. | 17. | 18.

A B C D

E F G A

1. | 1. | 1.

1 2 3 4 | 1 2 3 4 | 1 2 3 4

2. | 2. | 2.

1 2 3 4 | 1 2 3 4 | 1 2 3 4

3. | 3. | 3.

1 2 3 4 | 1 2 3 4 | 1 2 3 4

4. | 4. | 4.

1 2 3 4 | 1 2 3 4 | 1 2 3 4

Special Education

Navy Company | Air-Sport Company | Auto-Sport Company

1. | 1. | 1. | Platoon 1.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

2. | 2. | 2.

1 2 3 4 | 1 2 3 4 | 1 2 3 4

3. | 3. | 3.

1 2 3 4 | 1 2 3 4 | 1 2 3 4

4. | 4. | 4. | Platoon 4.

1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4

- Trumpets Platoon
- Fife & Drum Platoon
- Band
- Patrol Service
- County Platoon
- Medics
- Engineers
- Cavalry
- Air Defense
- Blind
- Deaf
- Cripples

Explication

1 Squad 1 (Kameradschaft 1)

Special Officials:

A Social Warden

B Sport Warden

C Terrain Sport Warden

D Shooting Warden

E Radio Warden

F Press Warden

G Finance Administration

Station Commissioner

Adjutant of the Local Leader

H1102-0087

TRANSLATION OF DOCUMENT 2306-PS
OFFICE OF U.S. CHIEF OF COUNSEL

Baldur von Schirach

REVOLUTION DER ERZIEHUNG
(Revolution of Education)

EXCERPTS

Page 51

"The struggle for the unification of the German youth is finished. I considered it as my duty to conduct it in a hard and uncompromising manner. Many might not have realized why we went through so much trouble for the sake of the youth. And yet: The National Socialist German Workers' Party, whose trustee I felt I always was and always will be, this party considered the struggle for the youth as the decisive element for the future of the German nation."

Page 52

"And I promise the German public that the youth of the German Reich, the youth of Adolf Hitler will accomplish its duty in the spirit of the man to whom alone their lives belong."

Page 63

"I am responsible to the Reich that the entire youth of Germany will be educated physically, morally and spiritually in the spirit of the National Socialist Idea of the State."

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2306-PS

16 November 1945

I, M/Sgt. WOLFGANG E. THORMANN, 33779426, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 2306-PS.

WOLFGANG E. THORMANN
M/Sgt. 33779426

TRANSLATION OF DOCUMENT 2340-PS
OFFICE OF U.S. CHIEF OF COUNSEL

1937 REICHSGESETZBLATT PART I, PAGE 41

German Public Officials Law
of 27 January 1937

Deutsches Beamtengesetz vom
26 January 1937

A career as a public official, rooted in the German people and permeated by National Socialist ideology, in loyalty bound to the Fuhrer of the German Reich and people, forms a foundation pillar of the National Socialist State. Therefore, the Reich Government has enacted the following law, which is hereby promulgated:

C H A P T E R I

Official Relationship (Beamtenverhaltnis)

A R T I C L E I

(1) The German official stands in a public service and trust relationship to the Fuhrer and to the Reich.

(2) He carries out the will of the state, which is based on the National Socialist German Labor Party.

(3) The state demands of the official absolute obedience and complete fulfillment of duty; in return it guarantees him a position for life.

C H A P T E R II

Duties of Officials - 1 General

A R T I C L E 3

(1) A position in the public service is proof of confidence on the party of the state leadership, which the official must justify by being constantly aware of the increased duties which his position imposes upon him. Fuhrer and Reich demand of him true patriotism, a spirit of self-sacrifice, and complete dedication of his efforts, obedience to his superiors, and comradeship toward his colleagues. He must be a model of loyal fulfillment of duty to all his fellow citizens. He must be faithful to the death to the Fuhrer, who assures him his special protection.

(2) The official must at all times support without reservation National Socialist State and in all his behavior must be guided by the fact that the National Socialist German Labor Party, in indissoluble union with the people, is the basis of the German state concept. He must report to his superiors occurrences which might endanger the existence of the Reich or of the National Socialist German Labor Party, even when he has not learned of them in the course of his official duties.

2340 PS

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(3) The public official is responsible for conscientious fulfillment of his official duties. By his conduct, on or off duty, he must prove himself worthy of the respect and confidence which his profession enjoys. He must not permit any member of his household to engage in any dishonorable activity.

2. Oath of Allegiance.

ARTICLE 4.

(1) The official confirms his special unity with the Fuhrer and the Reich with the following oath, which he must take upon entering upon his first duty:

"I swear: I will be loyal and obedient to the Fuhrer of the German Reich and people, Adolph Hitler, obey the law, and conscientiously perform my official duties, so help me God."

(2) If a law permits members of a religious affiliation to use other forms of affirmation instead of the oath, the official who is a member of such a religious affiliation may use such form of affirmation.

(3) If the official declares that he has objections to taking the oath in religious form, he can take it without the final words.

CHAPTER IV

Appointments and Transfers

1. Appointments.

ARTICLE 25.

(1) Only a person who is of German or related blood and who, if he is married, has a spouse of German or related blood can become an official. If the spouse is a mixed-blood second degree, an exception may be made.

(2) An official may marry only a person of German or related blood. If the betrothed is a mixed-blood, second degree the marriage may be approved.

(3) For the admission of an exception under subdivision 1, 2nd sentence, and the approval under subdivision 2, 2nd sentence, the supreme office authority in agreement with the Reich Minister of the Interior and the Deputy of the Fuhrer are the competent authorities. The same authorities may also permit exceptions to subdivision 1, 1st sentence and subdivision 2, 1st sentence, in individual cases.

ARTICLE 26.

(1) Furthermore, only such person may assume public office, who -

1. Is a citizen of the Reich or is not a citizen yet only because he does not yet fulfill the requirements therefore because of his age.

2. has the preliminary training prescribed for his career, or in the absence of such regulations, the customary preliminary training or other special requirements for the office to be entrusted to him, and

3. offers guarantee that he will at all times support the National Socialist State without reservation.

(2) Exceptions to subdivision 1, No. 1 require the approval of the Reich Minister of the Interior in agreement with the Deputy of the Fuhrer or the authorities appointed by them.

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.....

C H A P T E R VII

Termination of Official Relationship

.....

2. Dismissal from Office

a. Refusal to take the oath

A R T I C L E 57.

Whoever refuses to take the oath of allegiance prescribed by law is to be dismissed.

.....

3. Retirement

.....

d. Political Reasons.

(1) The Fuhrer and Reich Chancellor may retire a life-time or temporary official on the request of the supreme office authority in agreement with the Reich Minister of the Interior, if the official no longer, offers guarantee that he will at all times support the National Socialist State.

(2) The facts justifying this request are to be ascertained in an investigation in which the questioning of witnesses and excerpts on oath is permissible and in which the official is to be heard.

.....

Berlin, 26 Jan 1937.

The Fuhrer and ReichsChancellor
Adolf Hitler
The Reichs Minister of the Interior
Frick
The Reich Minister of Finance
Count Schwern von Krosigk

.....

CERTIFICATE OF TRANSLATION OF DOCUMENT
NO 2340-PS

3 November 1945.

I, FRED NIEBERGALL, 2d Lt Inf, O-1335567, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a correct and true translation of document No. 2340-PS .

FRED NIEBERGALL
2d Lt Inf
O-1335567.

H1102 - 0090

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TRANSLATION OF DOCUMENT 2392-PS
OFFICE OF U S CHIEF OF COUNSEL

Das Dritte Reich
Vol. I, p. 144

1933

Nationalsocialistic League of teachers

For years, the "NATIONALSOCIALISTIC LEAGUE OF TEACHERS" (Nationalsozialistischer Lehrerbund) under party member SCHEMM, Gauleiter of Oberfranken, has been workimg on matters pertaining to nationalsocialistic education. After Adolf Hitler's accession to power the time had come to harvest the fruit of this work. Now was the time to bring home to the youth the significance of the tremendous historical events which they had been allowed to witness and to create in them the feeling of great responsibility that results from these events. This was also expressed in a speech by Reich Minister of the Interior, Dr. Frick, held on 9 May at a conference of Ministers of education. He said the following about the teaching of history in school:

Dr. Frick on the teaching of history

"The last two decades of our own era are to be the main subject of history classes. The phenomenal experience of the World War and the vivid struggle of the German people against a world of enemies, the disintegration of our will to resist by subversive elements, the disgrace of our people by the dictate of Versailles and the subsequent collapse of the liberalistic-marxistic ideology are to be as thoroughly as the beginning of the national rebirth from the fight in the Ruhr to the breakthrough of the nationalsocialistic idea of liberty and the reestablishment of German unity on that day in Potsdam."

Das Dritte Reich
Vol. I, p. 145 - 146

Annihilation of the marxistic domination of schools.

The already mentioned law for the reestablishment of the civil service ("Gesetz zur Wiederherstellung des Berufsbeamtentums") later on made possible a thorough check-up of all German teachers and elimination of subversive and unreliable elements. In addition, Rust already on 14 April suspended with immediate effect the first 16 university professors (the majority of whom were Jewish) whose political and educational activities were too subversive to be tolerated by the new state. They were joined by noumerous other "scientific representatives" of liberalism and marxism during the following weeks. The resulting indignation of World Jewry and of its "Internationals" could even less impress Germany as just these pseudo-representatives of "freedom of teaching and intellect" had left no stone

H1102 - 0092

TRANSLATION OF DOCUMENT 2392-PS
CONT'D

unturned to prevent any academic activity of Dr. Guenther, the scientific herald of the racial idea. - The leadership idea (Fuehrergedanke) was now introduced into education: Teacher committees, democratic school principals, student's committees and similar "achievements" disappeard. -

Das Dritte Reich
Vol. I, p. 146

1933

Adolf Hitler on the school.

Adolf Hitler has summarized in his book "Mein Kampf" the fundamental principles of a new education in a few sentences:
"On this basis the whole education by the national state must aim primarily not at the stuffing with mere knowledge but at building bodies which are physically healthy to the core. The development of intellectual faculties comes only after this. And here comes as the prime object the development of the character, especially tra ining of willpower and ability to make decisions connected with an education to assume readily responsibility, only in the last place comes scientific schooling.

Das Dritte Reich
Vol. I, p. 146 - 147

1933

National-socialistic principles of education.

The nationalsocialistic revolution puts down the new ideas for an education:
"The German school has to form the politically minded man whose entire thinking and activity while serving and sacrificing is anchored in his nation and who is firmly and unseparably tied in with the history and the fate of his nation."

The STATE as exponent of the will of the nation dire cts the education of the German youth to patriotism and true national unity. The absolute supremacy of the state in educational matters is just as natural as trusting cooperation with the parents. Close cooperation with the Hitler youth, the nationalsocialistic youth organization, is, of course, indispensable. The chaos of liberalistic education is being replaced by a uniform and organic shaping of German education. The mother tongue is to be cultivated as a sacred national possession and history comes first on the list of all subjects in school.

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TRANSLATION OF DOCUMENT 2392-PS
CONT'D

Frick's directives for teaching history.

Reich Minister of the Interior, Dr. Frick, has issued uniform directives for teaching history from a national-pedagogical viewpoint, giving preference to early German history in order to prove the high standard of culture of our germanic ancestors. From prehistoric times through all the later millenniums down to the present time the fundamental importance of the race should be properly emphasized. The fate of our brethren beyond the Reich's borders deserves special attention. The reconquest of the territories east of the Elbe is to be regarded as the greatest achievement of the Middle Ages. History classes in every grade must stress the hero worship of Germanic brand combining it with the leader principle of our times.

Nationalsocialistic education of teachers.

To carry out the nationalsocialistic principles of education we urgently needed those teachers who were able willing and to work in this spirit. After the elimination of subversive marxists and after the destruction of marxistic schools and teacher associations, those teachers who were consciously German have been more and more indoctrinated by the spirit of the new state and the nationalsocialistic national unity.
But the state was uppermost interested in the education of future teachers. The Prussian Ministry for Science, Art and education has decreed that service with the SA and labor service are prerequisites for admission to the second examination. Furthermore, for the time being those teachers up to the age of 25 who are physically fit, are to be called up for sport exercises for a period of four weeks every year.

Das Dritte Reich
Vol. I, p. 152 - 154

1933

NSDStB
(Nationalsocialistic German Student's league.)

The NSDStB had been created in 1925/26 by party member Tempel and soon party member Baldur von Schirach was ma-de its chief by the Fuehrer. He started to rally the few nationalsocialistic students, to propagate national socialism in the universities and to stand up against the growing terror of the liberalistic and marxistic authorities in the universities. A good many students at that time were relegated from

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the universities due to their national-socialistic behavior. Under Schirach's leadership the NSDStB scored a tremendous successamong the students of one university after the other and converted the German students into enthusiastic heralds of nationalsocialism. When Adolf Hitler appointed Baldur von Schirach in 1932 as Reich youth leader of the NSDAP (the NSDStB remained under the jurisdiction of the Reich youth leader as before), he made party member Gerd Ruehle leader of the NSDStB. At about this time the reactionaries in the "presidial cabinets" made special efforts to snatch the students from national socialism. These attempts failed due to the unity and preparedness for fight of the NSDStB, which smashed the reactionary attacks and saw to it, that on 30 January 1933 the students stood as one man behind the Fuehrer. After the nationalsocialistic rise to power, party member Oskar Staebel took over the NSDStB and some time later also the "Deutsche Studentenschaft" as well as the "Reichsschaft" which had been created as a professional representating body ("staendische Vertretung") of all students.

"Reichsschaft" of the students.

The fight of the students against the alien ("volksfremd") system ended victoriously with the nationalsocialistic revolution:

Prussian decree regulating the rights of students.

The already mentioned Prussian decree regulating the rights of students of 9 April replaced the "citizenship principle" of the now defeated state - a principle which opened the door to every Jew with "German citizenship" but excluded for instance the Austrian blood brother - by the national-citizen principle (volksbuergerlicher Grundsatz des Blutes) and decreed: "The fully registered students of German origin and German mother tongue constitute the student body of the university regardless of their citizenship."
The duties of the German "Studentenschaft" were clearly defined in the following phrases:

"The "Studentenschaft" has the following tasks:
a) To fulfill its duties towards the people, the state and the German university;
b) to represent the entirety of all students;

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TRANSLATION OF DOCUMENT 2392-PS
CONT'D

c) to be responsible for the autonomous administration of the students;
d) to participate in the autonomy of the universities."

The nationalsocialistic leadership principle (Fuehrergedanke) replaced parlamentarism also among the students. The "Fuehrer der Studentenschaft' is appointed for a period of one year by his predecessor in agreement with the leadership of the "Deutsche Studentenschaft after consultation with the two senior members."
No individual student the center; now is the community of students, which is organized in the "Confederate Association (Buendische Kammer)":
"Every group of students which devotes itself to the education of its members by military and labor service and physical exercise in order to fit them into the nationa-l community ("Volksgemeinschaft") sends one representative.- The "buendische Kammer" serves the purpose of giving advice and assistance to its members and is bound to educate the groups and associations belonging to it in accordance with the duties of the "Deutsche Studentenschaft."
Further characteristics of the new order for the students are: Continuation of students' autonomy, but exaggeration of autonomy of universities should be avoided, integrating of the "Studentenschaft" with the university and with a greater German all-over organization. -

CERTIFICATE OF TRANSLATION
OF DOCUMENT 2392-PS

I, WOLFGANG E. THORMANN, M/SGT., 33779426, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document 2392-PS.

WOLFGANG E. THORMANN
M/SGT.
33779426

H1102-0096

TRANSLATION OF DOCUMENT NO.2393-PS
OFFICE OF U S CHIEF OF COUNSEL.

DAS DRITTE REICH 1934

Page 218

Six million in the H.J.

Toward the end of the year 6 million boys and girls had found national unity in the Hitler Youth and were being educated for service to the nation.

N. S. Teachers' League

The natural contact with the "National Socialist Teachers' League" necessarily became on important factor in the education of the Hitler youth (see Volume 1933, p.144); this league united the teachers on a National Socialistic basis. (Thus on 9 February the Reich leader of the Hitler youth had a conference with the Reich leader of the NS Teachers' League, party mamber Schemm, which again confirmed this cooperation).

Reich conference of the NS Teachers' League in Frankfurt on Main.

In order to clarify definitely the situation in regard to organizing the teachers, the leader of the Reich organization of the NSDAP, party member Dr. Ley, issued a decree in January by which he made the NS Teachers' League the official party organization of German educators. (The Reich conference of the N.S. Teachers' League in Frankfurt on Main, from 3 to 6 August was the greatest conference of educators Germany has ever seen. The ideology which is born out of our blood constituted the basis of all directives given by this conference).

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Public and Middle Schools.

On 3 April the Prussion Minister of Education issued a decree by which the public and middle schools were reorganized; a decree of 9 December 1933 had already out down the functions of teachers' conferences to an advisory capacity.

In line with the National Socialist spirit the public and middle schools were organized in such a manner that the principal (director, principal teacher) carries the full responsibility to the school supervisory authority that his school works for the national community along the lines laid down by authoritative directives and that his school enjoys the public reputation deserved by a German popular educational institution.

Page 223

Academic youth.

The essence of all these questions was, after all, that they concerned the education of German academic youth.

Student organizations put under the control of the leader of Deutsche Studentenschaft.

In consequence of the policy initiated in 1933 to unite all students in the "Deutsche Studentenschaft" (see Vol. 1933, p.151) a decree of 20 January put all student organizations under the control of the leader of the

H1102 - 0097

Decla-ration of CV and catholic "Burschenschaften".

Deutsche Studendenschaft 'D St). Great importance is also to be attributed to the declaration of the cartelunion of the color-wearing Catholic fraternities 'CV) and the Catholic fraternities("Burschenschaften") of 31 January in which they pledged themselves to the National Socialist revolution as the basis of their education and did away with the confessional barriers to the extent that in the future they will admit any German student (who is a member of the DSt).-

Page 224

The Fuehrers speech to the students.

"The political leaders of the nation must try to distinguish themselves from the rest of the people not by greater privileges but by tougher voluntary discipline! "-

Constitutions of the Studentenschaft.

that is what the Fuehrer told the students on 7. February in the Berlin Philharmonic where Reich Minister of the Interior Dr. Frick proclaimed the new constitution of the Studentenschaft. Party member Dr. Frick in his speech rejected the view that the new constitution meant a nationalization of the Studendentschaften. The Reich only wants to secure for the Studentenschaft the territory and the boundaries within which it may administer its own affairs on its own responsibility. All those who fulfill their office with complete devotion to National Socialism will find their reward and the gratitude of the people in being allowed to contribute in an extremely responsible position to the great and difficult educational work that the Fuehrer has taken upon himself.

CERTIFICATE OF TRANSLATION
OF DOCUMENT No. 2393 PS 10.11.45

I, VIRGINIA VON SCHON No. X 046318 hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document Nr. 2393 PS

VIRGINIA VON SCHON
X 046318

H1102 - 0098

TRANSLATION OF DOCUMENT 2394-PS
OFFICE OF US CHIEF OF COUNSEL

Das Dritte Reich
by Gerd Rühle

Vol.III, 1935, p.208

School education in racial policy.

The directives for education in racial policy in schools, issued by the Reich Minister for Education at the end of January in agreement with the office for racial policy of the NSDAP are based on the principles of national socialist ideology: They constitute a radical separation from the past which entirely lacked principles, and the beginning of a new spiritual era. They outlined the following tasks:

1. "To gain insight into the connections, the reasons and consequences of all problems connected with heredity and race",

2. "To promote understanding of the importance of the phenomena of race and heredity for life and fate of the German people and the tasks of the Government",

3. "To strengthen in the youth the feeling of responsibility towards the entire nation, i.e. the ancestors, the present and the future generations, to awaken in them the pride of belonging to the German people as the main impersonation of nordic heredity and to influence the will of the students so that they consciously cooperate in improving the German race."

This racial education is to start already in the lower grades and should have the ultimate effect that

"no boy or girl leaves school, without having gained perfect knowledge about the necessity and essential elements of blood purity."

RUST about the new organization of schools

Of programmatical importance was the speech by Reich Minister of Education, party member Rust, "about reshaping the school in accordance with national socialist principles," at a convention of the Prussian Staatsrat (22 March). He stated that the fundamentally new task of creating a new kind of human beings could be fulfilled only by a new kind of educators. The seminary incapable of producing such modern educators has been buried forever. The pedagogical academics also are only an inferior duplicate of the universities. The modern education of teachers must draw its strength from blood and soil. Therefore he has put the focal

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point of teacher education into academies strongly connected with the country. - Another starting basis for modern forms of education is to be found in the national-political institutions for education which form the character by physical exercise and sport contests.

CERTIFICATE OF TRANSLATION
OF DOCUMENT 2394-PS

10 November 1945

ERNST M. COHN, Pfc, 33925738, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document 2394-PS.

ERNST M. COHN
Pfc.
33925738

H1102 - 0100

TRANSLATION OF DOCUMENT 2394-PS
OFFICE OF US CHIEF OF COUNSEL

Das Dritte Reich
by Gerd Rühle
Vol.III,1935 p.212

Directives to unify the administration of universities.

The directives to unify the administration of universities issued by the Reich Minister for education on 3 April and which are based on the leader principle consitute another contribution to the national socialist reform of universities. They contain the following:

1.) The university consists of the body of teachers ("Dozentenschaft") and the student-body.

2.) The body of teachers comprises all teachers of the university and their assistants.

3.) The student-body comprises all students who are fully registered at the university and who have German origin and mother tongue regardless of their citizenship.

4.) Leader of the university is the rector. He is directly subordinate and responsible only to the Reich Minister of Science.

5.) The leader of the body of teachers is to be appointed by the Reichsminister of Science after consultation of the rector and the regional leader of the NS-Dozentenbund. He is subordinate to the rector.

6.) The leader of the student-body is to be appointed by the Reichsminister of Science after consultation of the rector and the regional leader of the NS-league of students. He is subordinate to the rector.

7.) The prorector and the deans are appointed by the Reichminster of Science upon suggestion of the rector.

8.) The senate is to assist the rector in an advisory capacity. Its members are the leaders of the teacher- and the student-bodies, the prorector, the deans and two additional members of the teacher-body, who are appointed by the rector and one of which belongs to the NS-Dozentenbund; substitution is not permissible.

9) The faculties carry out the departmental work.

10) The dean is the leader of his faculty. He appoints his deputy.

11) The faculty committee assists the dean in an advisory capacity. Its members are the officiating permanent and guest professors of the faculty as well as two professors without office who are to be appointed by the leader of the teacher-body.

12) Official applications in matters concerning science or study are to be submitted to the dean, in matters concerning the teacher-body to the leader of the teacher-body, in matters concerning the student-body to the leader of the student-body. From there they go in each case to the rector for decision or to be sent on.

CERTIFICATE OF PARTIAL TRANSLATION
OF DOCUMENT NO. 2394-PS

16 November 1945.

I, ERNST M. COHN, Pfc, AUS, 33,925,738, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a correct and true partial translation of Document No. 2394-PS.

ERNST M. COHN
PFC AUS
33,925,738

H1102-0101

TRANSLATION OF DOCUMENT 2395-PS
OFFICE OF U S CHIEF OF COUNSEL

Translation

Das Dritte Reich
Vol. IV, p. 362

1936

The work of the new Reich leadership of students is based on the principle that the N S D St B is the national socialistic nucleus and the l e a d e r s h i p o r g a n i z a t i o n of the entire Studentenschaft. Its special function is the complete political - ideological education of the entire Studentenschaft along the lines layed down by the NSDAP and it also has to carry out special professional tasks in accordance with the party line. The D e u t s c h e S t u d e n t e n s c h a f t , on the other hand, which is an association of all students of German origin and German mother tongue at German universities and professional schools, has to represent the entire Studentenschaft within the universties and professional schools ("im Rahmen der Hochschule").

Das Dritte Reich
Vol. IV, p 360

1936

Reich efficiency contest of students.

This decree pointed out the intimate association of the N S D St B with the N S D A P and its branches; the fact that the Studentenschaft had become a link in the folk community was impressively demonstrated by the first R e i c h e f f i c i e n c y c o n t e s t ("Reichsleistungskampf") of students which was part of the Reich professional efficiency contest of the entire German youth (see part 22). Prty member F e i c k e r t , then Reich leader of the "Deutsche Studentenschaft" had said the following in his proclamation of 28 August 1935:

"The productive youth of Germany has demonstrated twice during the Reich professional efficiency contest that it strives hard for, and has achieved a high efficiency. This year, for the first time, the students of German professional schools participated in the contest. In 1936, the entire youth studying at German u n i v e r s i t i e s a n d p r o f e s s i o n a l s c h o o l s should as one man demonstrate by an efficiency contest the desire of the German youth to (grow) build.

I therefore call on the Deutsche Studentenschaft D St and the Deutsche Fachschulschaft to participate in the Reich professional efficiency contest by a R e i c h e f f i c i e n c y c o n t e s t of Germany's studying youth".

Students and teachers combined their efforts to demonstrate the high level of scientific performance in the Third Reich. Scientific subjects were to be treated in a way corresponding with the national and political requirements of the Reich. The whole contest was essentially t e a m w o r k . Main subjects were the German village, the enterprise as a unit, the in-

fluence of jewry on science and art, and the folk's idea as a culture promoting force. About 5000 students participated in the contest. The names of the winners were announced by the Reich leadership of the D St on 20 April.

Later, in September, an agreement was brought about between the D St and the R e i c h s s t u d e n t e n w e r k to subsidize less will to do students who proved their efficiency and their readiness to serve the common good ("Gemeinschafts-wilen") during the Reich efficiency contest.

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO 2395-PS

16 November 1945

I, H. E. MANDLIVITZ, 52503, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document 2395-PS.

H. E. MANDLIVITZ
(civilien)
52503

H1102-0103

H1102-0104

TRANSLATION OF DOCUMENT 2396-PS
OFFICE OF U.S. CHIEF OF COUNSEL

SOURCE: Handbuch des gesamten Jugendrechts Vol. I, Group 1, pp 19a,b.20.
The Hitler Youth Patrol Services (HJ Streifendienst)
(Amtl. Nachrichtenblatt RJF from 7 Oct 1938)

Organization of the Streifendienst

1. Since the Streifendienst in the HJ has to perform tasks similar to those of the SS for the whole movement, it is organized as a special unit for the purpose of securing recruits for the general SS; however, as much as possible recruits for the SS special troops, for SS death head troops, and for the officer candidate schools should also be taken from these formations.

2. The Streifendienst will be organized as of now in each Bann as special unit with the strength of a Gefolgschaft (100,boys). It is those under the leadership of the SRD Gefolgschaft leader who, as active unit leader, is directly responsibl to the Bann leader. The district inspector for the HJ Streifendienst remains as before the referent for the Streifendienst in the staffs of the territories.

3. The Streifendienst is to be organized in such a way that it reaches the full strenght of a Gefolgschaft in every Bann by the 1 April 1940. In country Banns the Streifendienstmembers are to be distributed between several posts. The exact distribution will be determined by executive directives by the department in charge of organization in the districts. The Streifendienst can be joined after completion of the 15th year.

4a. The selection of Streifendienst members is made according to the principles of racial selection of the Schutzstaffel; the competent officials of the Schutzstaffel, primarily unit leaders, race authorities, and SS physicians, will be consulted for the admission test.

b. By the 1 April 1940 an average strenght of 150 men should be attained by the Gefolgschaft. The final number will be determined later on for every Bann by executive directive. Cooperation with the Schutzstaffel:

(1) The streifendienst represents a HJ unit as all others. All rights concerning leadership, training, and disciplinary measures are exclusively matters for the HJ authorities.

(2) The Reich leader of the SS designates for every Bann an SS office with which the Streifendienst cooperate Also, the designation of a higher SS office which is competent for each HJ district will follow.

(3) In every Bann the Streifendienst keeps duplicate rosters and files which are obligatory for the HJ. T second copyis put at the disposal of the SS office. In the membership lists of the Streifendienst the HJ members are liste who are eligible according to age and are active as subleaders the other HJ units and have the desire to enter the Schuztstaff later on.

(4) The Streifendienst unit of a Bann has to cooperate as closely and comradely as possible with the SS offi designated by the Reichsfuehrer SS. This cooperation extends particularly to the following points:

(a) Within the framework of the training of the Streifendienst-members the Schutzstaffel has to be given enough time and opportunity to speak about their tasks and aims

H1102-0105

(b) On request the Schutzstaffel will furnish athletic teachers and teaching material.

(c) During the time of the organization of the Streifendienst subleaders can be asked for from the Schutzstaffel who during the activity in the Streifendienst, however, are transferred as HJ leaders.

(d) Streifendienst as well as Schutzstaffel are invited at the respective meetings.

(5) To insure from the beginning a good understanding between Reich youth leadership and Reich SS leadership a liaison office will be ordered from the Reich youth leadership to the SS main office starting 1 Oct. 1938. The appointment of other leaders to the SS sections is a subject to a future agreement.

(6) After the organization is completed the Schutzstaffel takes its replacement primarily from these Streifendienst members. Admission of youths of German blood who are not members of the HJ is then possible only after information and advice of the competent Bann leader.

H1102-0106

Handbuch des Gesamten Jugendrechts, vol.1, group 3, school law, p.7.

Confidence teachers of the Hitler Youth.-

School Youth wardens of the Hitler Youth (HJ).

Preamble

School and HJ have to fulfill their definite tasks; actually, however, they have many common points of contact. The wish on the part of HJ leaders and of teachers, to evaluate these common tasks in the best manner for the good of the Youth in their charge, has been fulfilled by the fundamental decree of 28 Mar 1938 (see group "C" p.6) concerning commitment of confidence teachers.

The HJ designates these new collaborators as "school youth wardens of the HJ."

With this institution the school follows the custom which has long been established in commercial firms: The school youth warden becomes the equivalent of the firm youth warden of the German work front (DAF) who is also an HJ leader, The Reich and Prussian minister for education, science, and popular education has now also recognized the school youth warden of the HJ officially in a decree on the "confidence teachers of the HJ." By this decree the liaison teacher system, which has so far existed in various fields, is eliminated. The tasks of an educational and social nature which have so far been performed thus in addition to lecturing are now transferred uniformly to the school youth warden of the HJ who is simultaneously confidence teacher of the school. Since the Reich ministry for education already uses the term "youth warden" in another connection (school community), the decree talks about "confidence teachers".

CERTIFICATE OF TRANSLATION
OF EXCERPT FROM 2396-PS

9 November 1945

I, ERNST M.COHN, 33925738, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of the indicated excerpt from Document 2396-PS.

ERNST M.COHN
33925738

TRANSLATION OF DOCUMENT NO. 2397-PS
OFFICE OF U.S. CHIEF OF COUNSEL

"NATIONALSOZIALISTISCHES HANDBUCH"

Page 566, Par 2: The decree of 13.9.1933 orders that Race instruction shall be given in at least 2 to 3 biological classes per week------ at graduation level, and racial science will be an obligatory subject for graduation examinations, from which no student will be exempted.

******* **

TRANSLATION

.....Only in one field of the internal school activity, a new and firm regulation could and had to be prepared already: in the field of hereditary and racial sciences. By the decree of 13.9.1933. racial science shall be offered at least in all classes at graduation level(which, in higher schools, besides the "Oberprima"(9th grade), the "Untersekunda" (6th grade) included) in at least two to three biological classes per week. Racial science was equally declared an obligatory subject of all graduation examinations in the schools, from which no student may be exempted. The basis for this decree is the recognition of the decisive meaning of racial science and biological methods of thinking in contrast to on the one hand pure conceptual and on the other hand materialistic interpretations of the natural and social sciences in the liberal age. Rightly understood racial science becomes a moving element in the reformation of instruction planning and teaching in the schools.....

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2397-PS

November 16, 1945.

I,WOLFGANG E, THORMANN, M/Sgt.,33 77 94 26, hereby certify that I am thoroughly conversant with the German and English languages; and that the above is a true and correct translation of Document no.2397-PS.

WOLFGANG E. THORMANN
M/Sgt.....
33 77 94 26

H1102-0107

H1102-0108

TRANSLATION OF DOCUMENT 2398-PS
OFFICE OF U.S. CHIEF OF COUNSEL

DAS ARCHIV NO. 65
August, 1939

Pages 601-602

Cooperation of Hitler Youth with Wehrmacht - 11-8-39

Between the High Command of the Wehrmacht and the Reich youth leadership an agreement was made which represents the result of a close cooperation of the Chief of the High Command of the Wehrmacht, General Keitel, and the youth leader of the German Reich, v. Schirach, and secures the collaboration of the Wehrmacht in the military education of the HY. In this connection it was announced that it is possible to push the training of the HY leaders in field service, since the training at the rifle range is almost completed.

The agreement says about the military education of the HY:

"While it is exclusively the task of the HY to attend to the training of their units in this direction, it is suitable in the sense of a uniform training corresponding to the demands of the Wehrmacht to support the leadership of the HY for their responsible task as trainers and educators in all fields of training for defense by special courses. In the leader schools of the HY, particularly in the two Reich schools for shooting practice and field exercises and in the district leader schools, 30,000 HY leaders are already being trained annually in field service. The agreement with the Wehrmacht gives the possibility of roughly doubling that number. The billeting and messing of the HY leaders is done, according to the regulations for execution already published, in the barracks, drill grounds, etc., of the Wehrmacht at a daily cost of 25 pfennig. The field training is accomplished according to the two-weeks schedule of the Reich field exercise schools of the HY in order to achieve a generally uniform training. The direction of the courses is in the hands of a HY leader. During the service the participants are under the command of the military trainers. Besides military trainers, HY trainers are also used. As military trainers, officers and non-commissioned officers who were former HY leaders are preferably used. With this support it will be achieved in the course of the year that the field service becomes as much a general HY service as the shooting service of the HY, which has reached such an extent that in the past year 60 million shots were fired and that from year to year considerable improvement is noted.

"For the purpose of as close connection as possible between HY and Wehrmacht the individual Banne are referred to the troop units (battalions, etc.) in their territory. These troop units take charge as far as possible of supplying materiel and personnel, not only for the courses but also for all affairs serving the common aims (especially in regard to swimming training). The same troop unit also provides the liaison officer and his deputy for the respective Bann. Former HY leaders, who are specially selected for this important task according to personality and who volunteered for it, are to be assigned as the liaison officers and deputies, as far as possible.

H1102-0109

"This agreement with all its regulations for execution is already in force. A great number of courses are in progress."

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2398-PS

17 November 1945

I, VIRGINIA von SCHON, X046318, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 2398-PS.

VIRGINIA von SCHON
X046318

H1102-0110

TRANSLATION OF DOCUMENT 2399-PS
OFFICE OF U.S. CHIEF OF COUNSEL

Das Archiv
p. 1039

October 1934
Sk 31.10.34

School community to replace parents' advisory committee.

Reich Minister of Education, Rust, has issued radically new regulations in a decree concerning the relationship between parents, school and Hitler youth who are students by replacing the parents' advisory committees in public schools by "school communities". The national socialistic idea demands service and responsibility instead of liberalistic representation of interests of parents' advisory committees.

The school community consists of all teachers of the school, the students' parents, and representatives of the Hitler Youth (HJ leaders or BDM leaders). The school principal is the leader; as his helpers he appoints from among the parents and teachers two to five youth advisors ("Jugendwalter") according to the size of the school. In addition, one HJ-leader is to be delegated as "Jugendwalter" to this group in agreement with the district leader of the HJ in charge. About cooperation the following is said in the decree: "Although home, school and Hitler youth each have their separate tasks and responsibilities of education, they also have a common responsibility for the success of education in general, i.e., including those educational institutions in which they do not participate directly. All efforts of educational character by the different groups of educators fulfills their purpose only if it is kept in mind that they carry out only parts of the work within the total general plan of youth education by the state."

The duties of the school communities are outlined as follows:

The educational goals of the new State are to be explained and made intelligible to the public. Subjects to be dealt with are: State's family welfare, racial questions, hereditary indoctrination, hereditary eugenics, physical training, labor service and youth league. Voluntary aid in improving school facilities should be encouraged. The cooperation of all persons participating in the education should be cultivated by enterprises such as lectures, movies, exhibitions, sport events, school-and public celebrations, hikes. Pedagogical questions are to be discussed in the school community and made intelligible. No activity is excluded which may serve to promote national education in home, school and youth league. -- The "Jugendwalter" are appointed for a period of one year at the beginning of the school year. Before the appointment is made the competent local group leader of the NSDAP is to be consulted.

TRANSLATION OF DOCUMENT NO 2393
OFFICE OF U S CHIEF OF COUNSEL

DAS ARCHIV) from Vol. 7/9
P. 1147-1148) Oct/Dec 34

Nov./Dec. 1934
Ba 15.11.34

NSDAP Takes Over Education of University Students

Referring to the decree of Reich Minister of Education, R U S T, of 14 November, transferring the entire political and ideological education of university students exclusively to the National Socialist German Student Leage, NSDStB ("Nationalsozialistischer Deutscher Studentenbund") - see SK, Page 1260 - the Commissioner of the party for academic matters, Dr. Gerhard Wagner, has published in the Nationalsozialistische Parteikorrespondenz (No. 269) a comment concerning in particular matters of E D U C A T I O N I N F E L L O W S H I P H O U S E S and F R A T E R N I T I E S.

It starts with the introductory statement that, as a consequence of the new regulation, the NSDAP has the responsibility for the education of the students which has been transferred to the NSDStB. Among other things, the following is said:

"The NSDStB is a branch of the party. As in all party organizations, the local group leaders of university and professional schools appointed by the regional leader ("Gauleiter") in charge as functionary of the party (Hoheitstrager) upon suggestion of and in agreement with the Reich bureau chief ("Reichsamtsleiter") of the NSDStB. However, they will receive directives for their work from the Reich bureau chief of the NSDStB. In the future, there will be a F E L L O W S H I P H O U S E O F T H E N S D St B A T E V E R Y U N I V E R S I T Y, if necessary, also at professional schools. Thus fellowship houses created by the States will be abrogated. In these fellowship houses of the NSDStB the members of the NSDStB, and thus the prospective leaders of the nation, are to be educated in the social spirit of the NSDAP. It is left to the fraternities themselves to decide whether further dormitories should be created by the fraternities I N A D D I T I O N T O this fellowship house of the NSDStB. In any case, the NSDAP declines to enforce anything in this respect. Fraternities which prefer their present form to community life ("Wohngemeinschaft") will not be considered as inferior by the NSDAP, because the party does not consider the F E L L O W S H I P E D U C A T I O N W I T H I N T H E F R A T E R N I T I E S A S A N I N D I S P E N S A B L E P R E R E Q U I S I T E F O R N A T I O N A L S O C I A L I S T E D U C A T I O N and qualification. Beyond this, the fraternities will enjoy considerable F R E E D O M as to academic customs. The young generation is to decide for itself whether it wants to continue wearing ribbon and cap or choose a D I F F E R E N T F O R M O F C O M M U N I T Y L I F E. However, one point must be clear to everyone: The P O L I T I C A L L I N E of the entire body of German students ("Deutsche Studentenschaft") will be determined in the future exclusively by the N S D St B, i.e., by the party. There is no room in the Third Reich for fraternities or alumni corporations which believe they can still follow their special brand of policy as in the past. The NSDStB has intentionally kept out of the controversies within the fraternities and corporations of students and will do so in the future. The party expects the fraternities to obey the rules of the NSDAP I N S E L E C T I N G T H E I R N E W M E M B E R S and, on the other hand, concedes them a certain period within which to purge their alumni membership; however, it goes without saying that the party will greatly welcome declarations by any fraternity for all its members to the effect that it voluntarily and on its own initiative embraces already the principles of the NSDAP.

. . . . . .

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO 2393

10 November 1945

I, Ernst M. Cohn PFC, 33925738, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 2393 PS.

ERNST M COHN
PFC 33925738

TRANSLATION OF DOCUMENT 2401-PS
OFFICE OF U.S. CHIEF OF COUNSEL

Organizationsbuch der NSDAP (1938 issue)

The Hitler Youth (H J) as recruits for future leaders.
(Pages 80/81)

To secure for the Party valuable and trained recruits for leadership, suitable Hitler boys of over 17 can be assigned for education and training to leaders from local unit leaders on upwards.

The HJ boys are exempted from the service in the HJ during the time of assignment to the Party service. The selection will be made by the leader together with the competent HJ leader. Care should be taken that boys from all classes of the people are selected.

After a training period of one to one and a half years during which the HJ boys are to be familiarized with all practical office duties they are to attend the Gaufuehrer (district leader) school. After termination of the training a detailed aptitude testimonial for each HJ boy is issued and kept at the competent personnel office. The HJ boys, so trained, are then assigned to a local unit as block leaders and should be promoted later on according to aptitude and openings.

Besides above mentioned conditions for selections in general a process of elimination results from the fact that from the youth on the German is cared for, guided and educated by the Party.

First they are assembled in the Jungvolk from which the youth people are transferred into the HJ.

The boy of the HJ enters the SA, SS, the NSKK or the NSFK or participates in the work in affiliated organizations of the Party. After labor and army service he returns for service to the Party and its affiliations, resp.

In selecting people for the leader corps of the party, including all organizations, the individual examined according to character, straight forward behavior, honesty ability of understanding, ability of leadership, communal feeling, reliability, sense of justice, independent thinking and acting and general knowledge, bravery and determination.

CERTIFICATE OF TRANSLATION
OF DOCUMENT No 2401-PS

16 November 1945

I, ERNST, M.COHN, Pfc, 33925738, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document 2401-PS.

ERNST, M. COHN
Pfc
33925738

H1102-0112

H1102-0113

TRANSLATION OF DOCUMENT 2435-PS
OFFICE OF U S CHIEF OF COUNSEL
(CONT'D)

(P.21)

The Task of the Reich
given to the Hitler Youth.

The Yputh laws or paragraphs of Weimar State did not go beyond the protection of and the care for the single Youth. In the nationalsocialist State a Flate Youth Law is added to the common Youth law. "By State youth law is understood the sum of all legal rules which regulate the building up and inner structure of the total Youth organizations of the national-socialist state" (Menzel in the "Administration Gazette"). With this it is already stated that the legal provisions of the Hitler Youth concerning their service and organization are State Youth law in broadest sense. Therefore it is not astonishing that the national-socialist State does not go beyond general and basic decrees and leaves the execution of the multitudinous tasks of education to the youth movement itself. Mindful of the principle of self-leadership of the youth the state takes care to protect from"bureaucratization" which avows itself to it and places itself in its service. This principle is also preserved in the directives for execution of the Reich law on the Hitler Youth of December 1, 1936.

All the more has the Hitler Youth received a legal position in the State, which provides it with governmental authority for the canying out if its task.

The statistics of the membership of the Hitler Youth show the following picture:

	HJ 1)	DJ 2)	BDM 3)	JM 4)	Total
End of 1932	55 365	28 691	19 244	4 656	107 956
" " 1933	568 288	1130 521	243 750	349 482	2292 041
" " 1934	786 000	1457 304	471 944	862 317	3577 565
" " 1935	829 361	1498 209	569 599	1046 134	3943 303
" " 1936	1133 734	1785 424	873 127	1610 316	5437 601
" " 1937	1237 078	1884 883	1035 804	1722 190	5879 955
" " 1938	1663 305	2064 538	1448 264	1855 119	7031 226
Beginning " 1939	1723 886	2137 594	1502 571	1923 419	7728 259

and the BDM - Werk 5) : 440 189

1 - HJ : Hitler Youth
2 - DJ : German young boys (10 - 14 years)
3 - BDM: German girls (14 - 18 years)
4 - JM : young girls (10-14 years)
5 - BDM-Werk - girls from 18 - 21 years

H1102-0115

(P. 36-38)

The number of 765 000 male and female leaders could easily lead to wrong conclusions. If our organization is firmly consolidated to-day we owe this without doubt to the commitment of these forces. For the greatest part, however, they work honorarily. The principle of young leadership and self-leadership of youth results in the elimination and transferring to the Labour-Service and to the Armed Forces of all comrades who have proved and shown their quality as leaders in the Hitler Youth.

Fully active in the Hitler Youth are 8017 male and female leaders who all have served their military training. In the school which provides for eight classes we find however 234 345 teachers in full service. For one full-time Hitler Youth or BDM-leader there are 1450 youths while for a full-time teacher there are only 37 pupils. School can occupy the youth about three times as long as the Hitler Youth in the course of a week. While the Hitler Youth for about 3000 boys only two full-time leaders are at disposal the school can employ 81 teachers for the same number of pupils. Even if we take into consideration the three times higher number of hours, still 27 persons in full service remain for 3000 youths. A similar situation exists for the budget. The work of the national-socialist leadership considering the small number of leaders in full-time service, is based upon the unselfish willingness to send of the many comrades working only honorarily. The comparison with school was mentioned here only to find a measure for the achievements which are effected by the Hitler Youth under the above stated conditions.

The vocational education as a youth leader takes place since April 1939 in the Academy for Youth leadership in Brunswick. At the end of 1937 the professionnal composition of the whole Hitler Youth leadership showed the following picture:

16,4 % students, 25,5 % commercial professions, 8,7 % technical professions, 3,4 % agricultural professions, 20,9 % Young workers, 5,9 % Students, 5,4 % teachers, 11,3 % other professions, 2,5 % without profession.

H1102-0116

(P.100-101)

The training of the units is preceeded by the training of the leadership. The lower ranks of leadership, i.e. from Kameradschaftsfuehrer to Scharfuehrer; from Jungenschaftsfuehrer to Jungzugfuehrer; from Maedelschaftsfuehrerin to Maedelscharfuehrerin; from Jungmaedelschaftsfuehrerin to Jungmaedelscharfuehrerin are the holders of the training work in the formations. This training work is accomplished at the home-evenings (Heimabende) in the camp and on hiking-Trips. The male and female leaders of the small units must be able to utilize the training material at the home-evenings and to present it to the boys and girls in such a manner that they feel it as their own living experience. Weekly about 200 000 home-evenings take place in Germany.

The leaders of the units are trained in the leader-schools of the districts (Gebiete) and regions (Obergaue) in courses of three weeks. 35 district leader-schools and 43 regional leader-schools for female leaders are already at disposal in the Old-Reich. In 1933 7 000 leaders, male and female, went through the schools, in 1934 13 000 male leaders and 8 000 female leaders, in 1935 14 000 male leaders and 9 000 female leaders, in 1936 15 000 male leaders and 12 000 female leaders: in 1937 15 000 male leaders and 14 000 female leaders; in 1938 altogether 13 388 male leaders and 27 441 female leaders.

Since 1937 there is in addition the <u>leader training work of the Hitler Youth</u>. In voluntary ideological-political working-communities male and female leaders of the units come together under the guidance of experts from politics and science to complete their education. In 112 towns of the Reich with altogether 1 000 working-communities already a total of about 25 000 members participating was attained. The higher leader corps of the Hitler Youth too and the girl leaders of the subregions (Untergaue) receive an extensive ideological preparation for their tasks at the Reich leader schools. The approval of the admission into the leader corps depends upon the successful attendance as a Reich Leader School of the Hitler Youth. Starting in 1939 the first candidates for the Leader Corps of the Hitler Youth will attend the school of the Academy for Youth Leadership in Brunswick.

H1102-0117

(P.104-105)

Propaganda and Press.

The film in the service of the education of the Youth.

In the sphere of the ideological training of the national-socialist youth the film plays an important part. For its employment in the national-socialist youth the Press- and Propaganda-Office is responsible. While formerly at the beginning of the development of the film it has often been attempted to prevent the attentance of movies, by juvenile persons and in the course it development of the Film-Industry numerous films came before the public whose corrupting influence on the development of youth could be recognized by the inscription "Forbidden for juveniles". The national-socialist youth has attained a positive relationship to the film. The Hitler Youth regards it a valuable means of education. It can thrill and fill the young person with enthusiasm, it is an splendid means of enlightenment and education, it can be a model and elevating demonstration. From this attitude it can be explained why the Film-Reviewing Office in which two representatives of the Reich Youth Leadership have seats confers the designation "Youthworthy" upon films whose educational power for the young generation has been established. While formerly only the designation "Free for juveniles" was known which did not yield any opinion whether the film was useful for the youth whether it could be of educational importance or not, the designation "Youthworthy" has the purpose of telling the public that here excellent film is of special value for the youth of the nation. At the instigation of the Reich Minister for Popular enlightenment and Propaganda the Press- and Propaganda Office of the Reich Youth leadership made an arrangement with the president of the Reich Film Chamber to show the best German films to the whole German youth. For that purpose in the winter semester 1934/35 the first community performances of films were given before juveniles, which since then have formed a fixed component of the educational program of the Hitler Youth as "Youth film hours", in the winter semester 1934/35 already 300 000 boys and girls experienced good German films in these youth film hours in 1936/37 it was already more than a million, and in the winter semester of 1937/38 the attendance number at the youth film hours increased already to 3 millions. The attendance of these perfomances is voluntary it is even no duty for members of the Hitler Youth. By the purchase of tickets at the extremely low admission price of 20 Pfennige, the juvenile must decide on his participation in the film performance. The parents of course extensively support the attend once at worthwhile films for juveniles at such a reasonable price. The film which is useful for the work of the Hitler Youth should present contemporary themes rather than escape into the past. The Hitler Youth produces cultural films for the public from time to time which give an insight into its work. At the beginning of November 1939 the following newly worked out program existed:

a film of the Adolf-Hitler- march, a Land-service film a film on "Faith and Beauty" as well as a film on the War-commitments of the Hitler Youth in the first weeks after the start of the war.

H1102-0118

(P.105)

The attendance - organization for good films, created by the Hitler Youth shows its good relationship to this modern means of education. This attitude has the effect that many individual creative forces can be mobilized for the German film from the youth as a whole. A great number of 16 mm films originating in the Hitler Youth, is the first success of the appeal to the individually creative cooperation on the part of youth.

H1102-0119

(P. 108-110)

To-day the work originating from the Press- and Propaganda-Office of the Reich Youth leadership and from the regional press departments gives aid to the political leadership and the ideological education and enlightenment. For the daily press a press-release the "Reich Youth Press service" is issued daily. Here all themes of the youth work in the Reich are treated. For the reporting on the ethnic-German youth abroad a special press-release is in existence, the Press Service Eastem Areas (P.D.O.). An extensive newspaper organization for all units of the National-Socialist Youth provides a journalistic support of all tasks of the Hitler Youth. The magazine "The Pimpf" (small boy) is directed to the members of the Jungvolk (small boys) in the Hitler Youth. The magazine "Das Deutsche Maedel" (the German girl) is the organ of the girls while the Hitler youths read the Reich magazine "Junge Welt" (young world). The leading organ of the Hitler Youth which at the same time also finds great attention abroad as the monthpiece of the young generation of our Reich, well is the magazine "Wille und Macht" (will and power) published by the Reich Youth Leader himself. Besides that, as official organ of the Reich Youth leader, the magazine "Das junge Deutschland" (young Germany) is published which treats particularly the technical questions of youth education, of social policy, vocational education, hygiene, youth law etc.. Finally the "Handbuch des gesamten Jugendrechts" (manual of the entire Youth law) is published by order of the Reich Youth leader and contains a collection of all legal provisions that concern the young person and will guide him on his path of education, beginning from his parental home, the school, the Hitler Youth, to the labor service and the armed forces. All regulations up to the founding of his own family are collected here and give information to all those whose vital task life work it is to educate and advise the youth.
Numerous specialized magazines support separate tasks of the Hitler Youth in a special manner. Thus, the Youth Hostel Association publishes the magazine "Jugend und Heimat" (youth and homeland) the Cultural office of the Reich Youth Leader the magazine "Musik in Jugend und Volk" (music in youth and people) as well the magazine "Die Spielschar" (the band) as a collection of material.
Even for the deaf a special magazine was founded, "Die Quelle" (the fountain). For the boys especially talented and interested in sport a special organ has been created, the weekly "Sport der Jugend" (Youth's sport). To the tasks of the Presse und Propaganda office belongs the enlightenment of the public on work and aims of the national-socialist youth movement, the production of posters, pamphlets, publications. It promotes the rising generation of young editorial writers by entrusting wide-awake youths skilled in writing with elementary journalistic tasks already in the work of the formations. Through a picture office which also has office in the districts (Gebiete) the Hitler Youth provides for the employment of the illustration to give public information on its work.

H1102-0120

(P.129/30)

The Reich cabinet on 30 Jan. 1939 has resolved on the "Law to promote the providing of homes for the Hitler Youth" (Reichsgesetzblatt (RGBL.) 17 Febr. 1939). This law decrees:

Art. 1

The building and maintaining of homes for the Hitler Youth is the obligation of the communities. "Party and State" participate in the building-penses in accordance with the means at their disposal.

Art. 2

Insofar as the communities can not provide the means for the construction of homes directly from the ordinary budget they are obliged to accumulate a reserve, according to the provisions of the decree on reserves of 5 May 1939 (RGBL. I p. 435)

Art. 3

The counties (Landkreise) have to accumulate and invest at interest an annal reserve for the promotion of homes procument. The means for the accumulation of this reserve will be raised by a county assessment.

Art. 4

Section 1 - The county will grant the communities subsidies from the home procurement reserve to bear the building expenses. The amount of the subsidies can be given completely or partly as a interest bearing loan.

Art. 5

Section 1 - The Reich Treasurer of the Nazi-Party in agreement with the Reich Youth Leader will grant for the single building project at least a subsidy of one half of the amount granted by the county to the community according to Art. 4.
Section 2 - Art. 4, section 2 is to be applied according.

Art. 6

The Reich Minister of the Interior in agreement with the Deputy of the Fuehrer, the Reich Minister of Finance and the Reich Youth Fuehrer will issue the necessary legal decrees and general administrative regulations for the executing and supplimenting of this law.

H1102-0121

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO 2435-PS

18 November 1945

I, CHARLES E. BIDWELL, S/SGT., 13146054, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document 2435-PS.

CHARLES E. BIDWELL
S/SGT.
13146054

TRANSLATION OF DOCUMENT NO. 2436-PS
OFFICE OF U S CHIEF OF COUNSEL

Excerpts from
ENJOYMENT, DISCIPLINE, BELIEF
(Freude Zucht Glaube)
Handbook for cultural work in camp
Edited by Dept. of culture of Reich Youth Leadership
(Kulturamt der Reichsjugendführung)
Published by Ludwig Voggenreiter publishing house, Potsdam.
Copyright 1937

Page 63

A Flag Parade.

The detail has assembled. The leader on duty announces it to the camp leader.

"Heil Hitler, camp detail!"
"Heil Hitler!"

The leader on duty gives the parole for the day.

"Eyes front! The parole for today is: Herbert Norkus!"

A boy says:

"We don't mourn at cold caskets,
We step up and say: there was one
Who dared that what we all dare.
His mouth is silent. We step up and say:
The comradeship is immutable.

Many die. Many are born.
The world is large which encloses them.
The word, however, which we have sworn to,
The word is not lost even to the dead;
That means: the duty is greater than the world.

The duty to remember what has been
Before we were. Because we will be
What others, while we rot in the grave,
Find worth while reading from our life.
That is more powerful than ore and stone!"

The camp leader speaks for the fallen comrade:

(P.64) "On 24 January 1931 at Beuszelkietz in Berlin our 15 year old comrade Herbert Norkus was slain by communists. As Hitler youth he had done nothing but his duty, and just that caused the hatred of the community. We know that for the sake of our dead comrade there will never be an understanding between Bolshevism and us!"

The leader on duty:

"Attention!" We sing while raising the flag: A young nation is rising, ready to storm .... first verse. Ready to raise the flag ... Eyes right! Raise the flag!"

At the command the first verse of the announced song is completely sung.

The leader on duty: "Eyes front!" "At ease!" The leaders of the individual camp units give at once the command for marching off.

Samples of suitable paroles for the day.

Arminius - Geiserich - Teja - Widukind - Heinrich I - Heinrich the Lion - Braunschweig - Franz Von Sickingen - Ulrich Von Hutten - Lützen - Fridericus - Ziethen - Seydlitz - Leuthen - Rossbach - Prince Louis Ferdinand - Theodor Körner - Scharnhorst - Gneisenau - Blücher - Waterloo - Langemarck - Verdun - Douaumont - Ypern - The Dead Man - Loretto Höhe - Immelmann - Boelcke - Richthofen - 9th of November - Feldherrnhalle - Herbert Norkus - Nürnberg.

It is understood that the leader is well informed about the historical personality or the event on which the parole for the day is based. The explanation which he makes at the flag parade should comprise in two or at most three sentences all essential points.

Flag Mottos.

He who loves his nation proves it only by the sacrifices which he is ready to make for it.
Adolf Hitler

(Page 65)

Thou art the most beautiful of all which waved for us,
Thou art the power which recruits every fighter,
Thou even sanctifiest the sinner who dies for thee,
Thou high hand with which the heroes pray.

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(Page 65 cont.)

Forvor and will thou art of us all.
Who fell for thee a symbol he becomes of thee.
Thou art the bridge between there and here.
Hail to those who fall in thy shadow.
Baldur von Schirach

Look at the banner! Listen to the signal!
From graves, crowning pain and wound
Grows the new era.
Who heroically dedicates himself to death
Is of our alliance.
Before brown columns the flag flies,
Conquering the night and need.
Anacker

(Page 66)

Yes, the flag means more than death.
Baldur von Schirach

(Page 67)

He who swears by the Prussian flag
Does not have any more private property.
Flex

(Page 69)

He who wants to live should also fight, and he who does not want to fight in this world of perpetual battle, does not deserve to live.
Adolf Hitler

(Page 70)

The Sunday Morning Celebration.

We have to explain the conception and idea of the morning celebration before we speak of its form and execution.

If the daily raising of the flag comprises the requirements for the day in a motto or song, the Sunday morning celebration has a higher meaning. It is a confession to the highest known to the German, but also it is a challenge for action. It gives expression to the soul and feeling of the younger nation which sees its realization in every-day life in the work for Germany, for the leader, for the party and the people. The morning celebration should not bother with current political questions and requirements, but should strengthen the belief in the nation and the leader and should, beyond an only passing sentiment and all good principles of the moment, influence every-day life. It does not bring any discussions or arguments about confessional points of view, but wants to strengthen life and men through the absolute conviction in the might of God and the ideology of the leader and his party, and strengthen

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them for the completion of great and small tasks.

The form of the morning celebration will be according to its basic laws. It will always contain ideas which are of considerable importance for the life of the individual in the community and therefore for the community itself. It will not center around general phrases, nor slogans or ideas alone of our ideology, but around thoughts about our daily life and its big and small requirements. Therefore we generally avoid thoughts like "comradeship","Germany", "Blood and Soil", "Community", "Flag", "Fire" ..., these greatest ideas remain reserved for certain occasions.

We quote a few fundamental ideas for titles and themes for the Sunday morning celebration whereby these words in an enlarged form should at the same time be the highlight of the celebration and form the text for the address:

He who wants to live should also fight!
To be more than to appear to be.
God is mighty in all powerful men.
Only he who has learnt to obey, can later command.
It is the power of the mind which wins victories.
He who loves his nation, proves it only through sacrifice.

The quotation of these themes does not exclude, of course, that at these morning celebrations great personalities as models , special historical event of the fatherland are being remembered - everything in its time. We repeat over again: this celebration does not have a general festive character, but has the task of shaping and strengthening the soul, that means, really the inner war training ("Wehrhaftmachung"). It is possible, therefore, to give clear and straight directions for such a morning celebration so that its execution is possible in every camp and for each unit.

We now come to the shaping and performance. Only in the rarest cases will it be possible and necessary to sing or to speak complete poems, cantatas,

(Page 71 cont.)

or even plays. Most of them are beyond our possibilities, require long and careful preparations and also do not always satisfy the demands for concentration on a certain idea. We, therefore, have to arrange such a celebration ourselves. Its center is the text, the address, the theme of which prevails simply and clearly through the whole celebration. If there is nobody to make a short celebration address - it must be thrilling and good - one should read from the "Kampf" or the speeches of the leader, from Rosenberg's works, the works from

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Fichte, Arndt, Lagarde, and others, or read a short story which embodies thoughtfully and beautifully the ideas of the morning celebration.

The address or reading is the essence of the morning celebration which, however, can only become effective through a pure arrangement of motto, poem, song and music.

We have to be especially careful not to slip into the "Pastorale", the intended ceremony, because this is contrary to the purpose of our celebrations.

No results will be accomplished this way, but an atmosphere of ridicule can easily be created.

We remind again and again: The point of the morning celebration is not general talk, but consciousness and means to new power. .....

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Examples of Various Celebrations.

We are quoting here three examples of simple evening celebrations, a solstice celebration, a Schlageter memorial celebration, and an hour of our young front.

Bigger celebrations will be arranged according to the creations of our poets. However, it is better in every case to accomplish unobjectionably a very simply arranged celebration, than to offer one of the big cantatas in an incomplete manner.

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Solstice.

We stand in a rectangle around the pile of wood. The side to which the wind is blowing the smoke and the sparks remains open. At first only one torch is burning.

We sing: "Let the flags wave in the winds"....

One:

"Nation to nation
And flame to flame!
Arise to the sky, holy glow -
Roar on from stem to stem!

H. Gutberlet

At these words we lighten the pile of wood and all torches. Then we are silent while the pile flares up.

One speaks:

Look, the threshold shines
Which delivers us from the dark
Beyond radiates the brightness
Of a glorious, coming time.

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The gates of the future are open
To him who believes in the future
And in faithful hope
Today the torch is burning.

Baldur von Schirach

All sing: "Flame arise".

A comrade speaks in a few words about the idea of the solstice.

"..... Again the fires are glowing from all mountains. We stand at the high point of the year to look back at work and deed. Many tasks have been accomplished and new ones were given to us by the leader. We go on, toward the great goal .....!"

(By all means do not deliver a school lecture about the idea of the solstice now!)

Rolling of drums.

"We remember the dead of the war and of the battle of the national socialist movement!"

One minute silence.

One speaks: The dead, too, stand in our columns.
Him whom you have slain yesterday,
Him we have not carried to the grave,
No!
He whom you have in a dark street
Slain cowardly yesterday during the night
Has, at the dawn of the day
Arisen!
The faces of the dead are today those of
hundred thousand men, and they are the jury.

Baldur von Schirach

We throw three wreaths (oak or fir-green) into the fire.
The first one: "To the dead of the great war!"
The second one: " To the dead of the German revolution!"
The third one: "To the German youth for great participation!"

Song: "Where we stand, stands faithfulness."

While the first ones jump through the fire, the following verse is said:

We are the fire, we are the conflagration,
We burn before Germany's altars -
And carry the drums across the land -
And are the fanfare of the movement!

After the fire has sunken down, we fall back in rank and remain silent.
Horst Wessel song.
Silent march into the camp.

(Page 87) Schlageter Memorial on 26 May.

Rolling of drums, softly fading out.
One speaks: And now the trumpets are silent
And the endless troops
Stand still, like spell-bound.
And the flags are silently lowered,
Respectfully bowing to those
Who died for the country.

Seeger-Ahlert

Common song: "Comrade, now let me tell you....."

One: In this hour we commemorate the first soldier of the Third Reich. Today is the anniversary of the death of our fallen hero Albert Leo Schlageter.

Schlageter comes from an old peasant family from Schönau in the Southern Black Forest, where he is also buried. After graduating from high school during the war, he volunteered at the age of 20 for the field artillery regiment 76 at Freiburg, in December 1914, was wounded several times. June 1917 he became second, later first lieutenant. After his discharge from the service in February 1919 he studied catholic theology at the university at Freiburg, but joined soon thereafter a Baltic guerilla corps (Freikorps) and went from there to the Upper Silesia frontier defense group. In Silesia the company Schlageter participated brilliantly in famous battles, among others in the victorious attack on the Annaberg.

Shortly afterwards the thunderstorm in the West broke loose in which a sudden lightening struck the German fighter. The French troops moved into the Ruhr district and occupied it in violation of law and peace. Everywhere resistance flared up. Schlageter stands at the foremost front. With courageous men he crippled by bold action the communication and supply lines of the enemy. Through a coward's treason he fell into the hands of the French.

1st solo speaker: We boys who love Germany,
We wrote a word on the flag,
Fight!
And whether the cowards anxiously hesitate
And speak: Alas, you cannot force it,
Whether they hate us or they kill us,
We cannot do otherwise, we do our duty!
Everything that is cowardly and bad should burn,
From blood and soil is created our right.
The infamous shall burn in bright flames,
Slay everything bad, everything old!
(Page 88)
Redeem our country from slavery and hard labor,
Forge and form the German nation!
We boys who love Germany,
We wrote a word on the flag, Fight!

H1102-0125

2nd solo speaker:

Schlageter did not have a moment to consider when the need of his nation called him. Lieutenant on the front, battery commander at the Baltic, fighter for the national socialist movement, leader in the defense battle on the Ruhr - always ready for complete sacrifice. He knew of no other order than the duty for Germany.

3rd solo speaker:

Schlageter motto. Even if we are at present but a few, perhaps you, we, still a few more, the way is distant - the goal is clear. We go forward, step by step! Have courage, come along! Even if we are at present but a few, we shall accomplish it.

Common song: "Do you see the dawn in the East ....."

The leader speaks (these words are not binding):

"The deed of Schlageter which brought him before a court of justice was the attempt to explode a railway bridge across the Haarbach at Kalkum, on the line Düsseldorf-Duisburg. After the occupation of the Ruhr on 11 January, the invading armies had confiscated all railways, especially at the beginning, to insure the transport of "securities", mainly the stolen coal. A few bold men, Schlageter at their head, resolved to hamper these coal shipments by blowing-up rails, switches, etc.

The Rhineland commission and the commanding general of the French Ruhr army issued strict penal laws against the sabotage troops. Already on 26 February a decree was issued which made these actions punishable by death.

These decrees formed the lawful basis for the sentence of the military court against Schlageter and his comrades. Schlageter was sentenced to death.

Under strong military guard Schlageter is dragged in the early morning of 26 May 1923 to the Golzheimer heath into a stone quarry, where the mighty Schlageter cross rises today into the sky. Led to the post of justice, the hands chained, his knees are pushed in from behind so that he sinks to the ground and kneelingly dies for Germany. But that "never" of Andreas Hofer goes through his

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mind - he wants to die, as he fought. He pulls himself up, he kneels straight. "Fire!" The salvo explodes the morning silence. Once again the body rises, only to sink down in itself.

1st solo speaker: He lies shattered on the stones
And yet was even now just like we ..
The sun will not shine for us anymore
And disconcerted is our sorrow,
As if the last hope would lie here.
God, dark to us are your ways:
This was a brave comrade.
Now black is waving on our flags,
But he is with his ancestors,
A brave bearer of a great deed.
We are firmly sworn to the dead,
With him, one will and one purpose.
And although we have lost him
Yet he remains born to the fatherland
And in the grave, he still speaks: I am.

Baldur von Schirach

We lower the flags in commemoration of the dead and are silent in memory of Albert Leo Schlageter, the first soldier of the Third Reich.

("I had a comrade", played by the band.)

1st solo speaker: "Germany" was his last word. Born for Germany, fought for Germany, fallen for Germany.

2nd solo speaker: In the name of two million dead of the great war, in the name of the fallen of our great movement, in the name of Schlageter, Horst Wessel and Herbert Norkus, we pledge to know no other duty than Germany and to know of no greater fortune than to sacrifice our life for this Germany.

All: Germany must live, and if we have to die!

Common song: "If we all become unfaithful...."

H1102-0126

A historical moral ballad.
Melody: "Socrates, Socrates!"

O friend, listen to the ballad,
Which has happened some time ago,
When here governed, still before,
The system, the system!
Hair curly, the nose crooked,
He ran around boldly in this country,
And imagined himself to be strong and powerful,
Isidor, Isidor!
Him followed in the German country
Quite a few doubtful characters,
United and willingly served him
The parties, the parties!
The first one was in this gang
A wild boy, evidently,
He created great anger,
Spartakus, Spartakus!
(Page 155) The second one's name was Mr. Big-shot
He was fat and feeling well
He even found also the right tone:
Corruption, corruption!
The third one appeared to be a religious man,
Who got everybody in his spell,
And yet ... in the center was his heart,
Even so black, even so black!
The fourth one almost died from arrogance
He was indeed a fine specimen;
Well, look at him, you know him already:
Reaction, reaction!
That's when poor Michel was badly off,
He was actually the Jewish slave,
He was made to suffer a great deal,
Without rest, without rest!
But finally it became too much for him
This devilish game:
He gave the gang and the Jew
A kick, a kick!
Now Michel is master of the house,
And inside it looks comfortable again!
The others fled the country:
Emigrant, emigrant!

Description of persons: The nose of Isidor must be strongly exaggerated, the German Michel is presented in the customary manner, the communist as a wild barricade fighter, the social democrat with a balloon hat, the centrum party man with a Jesuit cap, and the reactionary with a top hat and a monocle. The whole (Page 156) thing is shown as living silhouettes on a big screen. The movements of the shadows are understood without further explanation from the content. The song will be accompanied on an accordion or a mandolin by one of the singers of the moral ballad.

(Page 176) Plan for a 14 day Camp.

What is outlined below shall only be considered as example of the even distribution of various materials. The 9th of July is used as the day of arrival, the 23rd of July as the day of departure. Friday, 10 July:

Password: Adolf Hitler
Motto for the day: Hitler is Germany and Germany is Hitler.
Words: That we can open our camp today, we owe to our leader Adolf Hitler.
Song: Onward, onward ....
Community hour: Is omitted since the group is still very tired.

Page 177
Saturday, 11 July:
Password: Baldur von Schirach
Motto for the day: What is against our unity, must go in the pyre!
Song: We are no civilian, peasant, workman ...
Community hour: What do I want in the Hitler youth? (Folder of the Reich Youth Leadership)

H1102-0127

- (Page 177)

Sunday, 12 July:
Password: Germany
Motto for the day: Germany, Germany above all!
Words for the morning celebration: We are not in the Hitler youth to be provided for for life, to receive perhaps a position or office later-on, but we want to serve Germany unselfishly, as it is mentioned in the song: "We carry in our beating hearts the faith in Germany."
Song: On, raise our flags ....
Community hour: Is omitted on account of Sunday service, i.e. sports contests etc.
Monday, 13 July:
Password: Widukind
Motto for the day: To be one nation is the religion of our time.
Words: If we fight for creating a united youth organization and that all young men will be in it, then we serve our nation, because the youth of today will become the nation of tomorrow.
Song: Holy fatherland .....
Community hour: We confess to the ideal of our ancestors (Folder of the (RYL)
Tuesday, 14 July:
Password: Frederick the Great
Motto for the day: It is not necessary that I live, but indeed necessary that I do my duty!
Words: We speak of the principle of volunteering, on which basis we have met.
Song: The marching of the column sounds .....
Community hour: Prussianism - our ideal.

Wednesday, 15 July:
Password: Schill
Motto for the day: Germany's defense - Germany's honor.
Words: Schill revolted against a defenseless and therefore honorless Prussia. Adolf Hitler restored honor to Germany when he gave her weapons back to the German nation. We want to make ourselves strong that we never again loose our honor.
Song: Now we have to march .....
Community hour: The soldier protects the German work (Folder of the RYL)

(Page 178) Thursday, 16 July:
Password: Langemarck
Motto of the day: You have not fallen in vain!
Words: The camp leader speaks of the respect the whole youth should have for the two million dead who have fallen in the world war. They fell for Germany, we strengthen ourselves also for Germany.
Therefore we are the heirs of the front. Once the soldiers of the great war were pulled through the dirt (they were called murderers!); today the whole German youth goes on a pilgrimage to the places of the killed and lowers its flags in memory of their holy sacrifice.
Song: Wild geese rush through the night .....
Community hour: Out of the world war grew the Third Reich. (Folder of the RYL)
Friday, 17 July:
Password: Richthofen
Motto for the day: Nation, you are flying again!
Words: The camp leader tells about the determined sacrifice which the few German combat aviators had to make during the world war. Names like Immelmann, Boelcke, Richthofen are not forgotten. Today we own a strong air fleet which has taken over the tradition of those few who have accomplished the impossible with technically imperfect planes.
Song: Soldiers carry rifles ....
Community hour: Letters and some excerpts are read from the numerous good books about aviation.

Saturday, 18 July
Password: Schlageter
Motto for the day: Fight is the highest aim of youth.
Words: The camp leader speaks about the fact that we all have to become fighters, that we have to accept as slogans for our life all that which requires from us a manly, heroical attitude: What does not kill me, makes me only stronger! One does not beg for a right, one fights for it! What is good? - To be brave is good! He who fights, has right, he who does not fight, has lost all the right! What we can do ourselves, we must not leave to God ... Therefore pray, when we

have to pray: God let us never be cowardly!

(Page 179)

Song: Unroll the bloody-red flags.....
Community hour: Germans in the world - Versailles is burdening us (Folders of RVL)

Sunday, 19 July:

Password: Herbert Norkus
Motto for the day: Our service to Germany is divine service!
Song : Now let the flags wave.....
Morning celebration: On this morning a bigger morning celebration takes place.
Fundamental thought: We cannot be called heretics and pagans, if we have made the readiness of sacrifice of a Herbert Norkus the slogan of our lives.
Community hour: Is omitted because of Sunday service,ie., parents' day, contests etc.

Monday, 20 July:

Password: Blood
Motto for the day: To remain pure and become mature.....
Words: The camp leader talks about this motto by Walter Flex and demands from the boys clean, decent thinking and action. The sentence is not valid for us: Service is service and liquor is liquor, but: Everything or nothing!
Song: Young nation, step-up for your hour.....
Community hour: Ideological examination for the Hitler Youth and German Youth efficiency medal.

Tuesday, 21 July:
Password: Honor
Motto of the day: To the member of the youth organization his honor is the greatest!
Words: The camp leader speaks about this motto.
Song: Behind the flag we march.....
Community hour: See 20 July.

Wednesday, 22 July:
Password : Old Guard
Motto of the day: Germany must live, even if we have to die!
Song: Through Great-Berlin we march.....
Final Celebration:

On this evening the final celebration takes place, at which time the camp leader speaks for the last time. Adolf Hitler, Baldur von Schirach, Widerkind, Frederic the Great, Schile, Langemarck, Richthofen, Schlageter, Herbert Norkus, Blood, Honor, Old Guard were the passwords. All confers to the one word Germany which shall also prevail over the whole life of the young boy.

- - - - - - - - - - - -

CERTIFICATE OF PARTIAL TRANSLATION
OF DOCUMENT NO. 2436-PS

- - - - - - - - - - - -

16 November 1945.

I, ERNST M. COHN, Pfc, ASN, 33,925,738, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a correct and true partial translation of Document No. 2436-PS.

ERNST M. COHN
PFC, ASN
33,925,738

H1102-0129

"PIMPF IN THE SERVICE"
(Pimpf im Dieust)

P.7

The Life of the Fuehrer

Our great unique German Youth Movement carries the name of the Fuehrer.

We carry it with pleasure and pride knowing that his name means an obligation for us. The portrait of his life, therefore, should form the beginning of this book. The stature of Adolf Hitler mightily confronts us these days, as a man and a leader. Everything about him is great and simple. We want to thank him and obey him. We want to become the way he is now. We want to learn from his marvelous life, learn for ourselves and our service.

P.11

Victory

Hitler, however, knew that his historic hour would come and when after some attempts to form a coalition government the difficulties of the Reich had reached a crest, Hindenburg entrusted Hitler with the leadership of the Reich on 30 January 1933 - -

We boys are proud to live during this period and to fight together with the Fuehrer.

Adolf Hitler is our symbol of Germanism just as he sets his goal and without fail struggles for it by hard, detailed work, just as he risked his life for it, so we too want to live and fight with him for our highest aims: The Holy German Reich of Germanic Type. (Des Heilige Deutsche Reich Germanischer Art).

P.17

The Book of Achievements

The book of achievements is the official record of activities of members of the German Young Peoples' League (Jungvolk). It accompanies him from the day of his joining the Young Peoples League until he becomes a member of the Hitler-Youth, the Labor Service, Wehrmacht, SA, SS, etc. In the book of achievements everything of importance to the mental and physical education of the young National Socialist is recorded. The pimpf is judged in the ideological training for his attitude as a National Socialist.

The physical capacities of every German boy are established through several tests:

(1) the test of the Pimpf
(2) the badge of achievement for the German Young Peoples Movement (D.J.) (up to 14 years of age)

Besides these mental and physical tests, a record is made of participations at leadership courses, bivouacs, and general courses of instruction of the German Young Peoples Movement and outstanding athletic achievements. Through these records every boy gets an idea as to his capacities and at the same time, an incentive to overcome existing weaknesses.

With fulfilling the requirements for the badge of achievement every German boy proves by his deeds that already as a youth he has placed himself in the service of the nation.

H1102-0130

The Pimpf Test

Conditions

(a) For boys below 12 years

Running 60 meters	12 seconds
Broad jump	2.75 meters
Ball throwing	25 meters

(b) For boys age 12 to 14

Running 60 meters	11 seconds
Broad jump	3,00 meters
Ball throwing	25 meters

(c) For both groups

To pack an infantry pack
Participation in an excursion lasting 1-1/2 days
Knowledge of the Motto of the Young Peoples Movement
Knowledge of the Horst Wessel Song and the flag song of the Hitler Youth Movement

Once after the conditions for this test have been met, the boy has the right to carry a hiking knife. The next task is the fulfillment of the requirements for the Badge of the German Young Peoples' Movement.

Conditions and Right of Examination for Pimpf Test

(1) The Pimpf test.

Immediately after entering the movement the boy is to prepare himself for the test. Tests not passed can be repeated individually. The test only of the Horst Wessel song and the Hitler-Youth flag song has to be known. No singing is required. There need not be a definite sequence to the tests. After verifying the entrance in the book of achievement the district leader bestows the right to carry the special knife and affirms this through his signature. The bestowal of this privilege can be delegated by the District leader to the Jungbaun -leader. In this case the director of physical education of the Youngbaun verifies the entrance in the book of achievement.

Every member must pass the Pimpf test; it has to be completed six weeks after entering the movement.

(2) Right to examine.

The Pimpf test is given by the leader of the Jungbaum or Jungstamm. The leader of the Fähnlein must in all cases be present. Both testify with their signature as to the correctness of the test. A special license to give tests is not necessary.

The Badge of Achievement of the German Young Peoples Movement

The badge of achievement is a distinguished medal of the Reichs youth leader. It is being bestowed for high achievements in the German Young Peoples League.

Preparations for the tests are made after passing the Pimpf test. The following are the conditions for bestowal of the badge:

(1) Indoctrination

1. Life of the Fuehrer
2. Germans abroad
3. Lost territories
4. Holidays of the German people
5. Five flag oaths

H1102-0131

(b) Six Hitler Youth Songs
   a. Bruder in Fechen und Grigen
      (Brothers in pits and mines)
   b. Der Himmelgrau
      (Grey Heaven)
   c. Heilig Voterland
      (Holy Fatherland)

   Three other songs may be selected by the applicant

2. Athletic Achievements

1.	Running, 60 m.	10 seconds
2.	Broad jump	3.25 meters
3.	Ball throwing	35. meters
4.	Pull up on bar	2 times
5.	Somersaults	twice backwards
6.	Swimming 100 meters No time requirement	

Where no facilities for swimming exist, the following is to be substituted: running 1000 meter not under 4 minutes 30 seconds, not over 5 minutes 30 seconds.

7. Ability to ride a bicycle (only proof of fact necessary)

3. Hiking and Bivouac

1. A day's hike of 15 Km. with a light pack (not over 5 Kg). After 7-1/2 Km a break of at least 3 hours.
2. Participation in an encampment living in tents for at least 3 days.
3. Errect a pup tent and help errect a barge tent.
4. To construct a cooking pit; to fetch water for cooking.
5. To know the names of the most important trees.
6. Ability to orient a map from the stars.
7. To know the most important map symbols on a 1.25000 map. (forests, streets, railroads, bridges, and contour lines)
8. Scouting and reporting (to approach from about 200 m; to give a verbal message containing about 10 words.

4. Target practice

Shooting with air gun, distance 8 m in sitting position. A bullseye with 12 concentric circles; distance of circles 1/2 cm. 5 shots to equal 20 circles, or when no air gun is available to hit with a ball a target measuring 60 x 60 cm. Distance 8 m. 5 throws to equal 3 hits.

Conditions for obtaining right to Test
for the Hitler Youth Badge of Achievement

1. Conditions for obtaining Badge.

The Badge of Achievement is for members of the German Young Peoples' Movement, 13 to 14 years of age. It is bestowed by the Reich Youth leader after passing the various tests.

Preparation for political training is given during evening sessions, leader seminars, and in the big encampments of the Movement. Preparation for athletic prowess is given during athletic and game periods or in the big summer camps. There need be no special sequence to the tests.

2. Right to administer tests.

The right to hold examinations is given by the Reich Youth leadership office for physical education. Applications are to be made through channels on forms provided for that purpose. The right to examine is given, provided that they possess the proper preparation and the Hitler You h badge to

1. Leaders of the Youngbaun
2. Suitable leaders of the Youngstamm
3. The leaders of Youngstamm

H1102-0132

The right to examine is given in four categories:

1. Indoctrination
2. Athletic skill
3. Hiking and Camping
4. Target practice.

The leaders of the Jungbaun can also suggest suitable members of his group for purposes of giving tests. Everyone who has the right to hold tests, after his application has been approved, a licence issued by the Reichs youth leadership office.

Those who are licensed for testing applicants, for the Hitler Youth badge can also test applicants for the bade of the Young Peoples Movement in their respective categories. The following are corresponding categories for the two badges:

	Badge of German Young Peoples Movement	Badge of Hitler Youth
1.	Athletics	Athletics
2.	Hiking and Camping	Field Exercises
3.	Target Practice	Rifle shooting

Tests in indoctrination can only be given by leaders of the Young Peoples' Movement, a special application must be made therefore.

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2438-PS

16 Nov 45

I, Wolfgang E. Thorman, M/Sgt. 33779726, hereby certify that I am thoroughly conversant with the English and German languages and that the above is a true and correct translation of the indicated except from Document No. 2438-PS.

Wolfgang E. Thorman
M/Sgt. 33779726

H1102-0133

H1102-0134

TRANSLATION OF EXCERPTS OF DOCUMENT NO.2439-PS
OFFICE OF U.S.CHIEF OF COUNSEL.

Political Education in the Recreation Camp (Freizeitlager)

Page 34

We are a political Organisation of Girls and acknowledge herewith the task which has been set for us by the National Socialist State, to remain alert and ready for our duty and to help with all our strength in the building of a National Socialist People. Politics (Politik) today means to us not only the Consideration of daily political Occurrences, but Politics means to us also the ideological, spiritual, and cultural forming of the entire german people in the sense of National Socialist Demands. Our educational work is determined by this great political task. It has to readjust itself continually to these demands. Then there will emerge from the community where such work is done the person who is the embodiment of our way, healthy and capable, inwardly strong and womanly, consciously german and consciously National Socialistic.

These recreation camps, where our community becomes closely cemented, are an essential expression of our way. Our chief work in the summer month is therefore consciously the holding of recreation camps in which our political education pattern takes shape. Recreation camps force a cementing of community. Girls from all walks of life, from overpopulated cities as well as the wide open country, stand together under our flag for days and weeks leaving behind all their ordinary interests in life = school and machine, lecture hall and household= and finding a vigorous and healthful life.

Political education in the recreation camp is not synonymous with scientific discussions, but is rather determined by the experiences shared by the camp community and is shaped accordingly. Our recreation camps are organized more loosely than the leadership schools (Führerinnenschulungen), but in spite of all fun, rigid discipline prevails. Our girls should really be able to leave their daily troubles and cares behind during this week to ten days.

Page 35

Many who have not yet found us inwardly, acquaint themselves here with the life and the forms of the National Socialist Organisation of Girls and become so attached to it that they cannot dissolve this bond upon their return to everyday life. . ...

Everything the girls experience here takes on a clear, visible pattern in their joint discussions, in which knowledge of their mission in our state, our educational pattern, and the National Socialist Ideology is imparted. During the domestic evenings (Heimabenden) the work done during the forenoon, and the work of the Führer and his assistants, the work of the young creative forces in our ranks is brought closer to them. During the forenoons devoted to reading, they acquaint themselves with the literature of National Socialism and so absorb lasting values. .....

In clear recognition we created these recreation camps not only for the girls already in our ranks, but also for all the others. We want to do our work with a joyful sense of responsibility, with loyal performance of our duty and with industry. In order not to become tired and sluggish under the burden of work which each working girl carries, however, we need a time which permits quiet collection of strength = = free time !.: Our recreation camps, in which the girls are schooled and prepared for their responsibility and duty to the people and the State, are a political necessity.

H1102-0135

Pages 69 to 71

Borderland.

The circular which called us to camps stated: each junion girl leader will give a survey of the historical and native development of her sub=district (Untergau) and will consider how she would work this out with junior girls (Jungmädeln).
Each of us then realized anew how many living witnesses of ancient history, Memorials, walls and bulwarks, legends, tales and jokes, songs and old customs are still alive in her subdistrict (Untergau).
We had been in camps for three days now. We had penetrated deeper and deeper into National Socialist Ideology, emphasized especially the cul=tural desire of National Socialism, we had discussed our junior girl activities and had worked on the arrangement of our home, we had sung, gone on a short trip, and participated in practical junior girl sports.
Today in our domestic evening we want to hear something about Pomera=nian customs and Pomeranian History.
After supper we march silently down to the sea.

.....

Our Pomeranian coast lies before our eyes. Now Traute, from the village of Leba up on the Polish border, tells us about the immensity of the shore and the sea.

.....

Then she suddenly becomes serious: "In our subdistrict (Untergau) we have 2oo kilometers of border. Consider, what that means, 2oo kilometers of border. The Versailles treaty separates German soil from German soil, blocks our access to the nearest port, and cuts off traffic to the east. Our bordercity of Lauenburg is flooded with agricultural products. One farm after another in our county gets into great difficulties since, because of the demarcation of the border, there is no longer a market outlet for agricultural products. In Lauenburg itself the greatest amount of unemployment in Pomerania prevails. The Winter relief work (Winterhilfswerk) tries to alleviate the worst conditions of misery and distress during the winter. Everything is shut down =the factories, the brickyards, and all large plants. These are the effects of the demarcation of the border on our Homeland.....
"And the border itself: visualize a forest, through which a road leads to a railroad Station. The road is neutral, the forest is German on the right and Polish on the left. I can't tell you how one feels on this road; you would have to come and experience it all yourselves.
But we know that we are on outpost duty there. You can rely on us."
Traute is silent. We all get up, grasp each other's hands, and our song is a solemn vow: "Holy Fatherland, in danger thy sons will flock around thee..."
And then we stand around the flag and look silently toward the East.

15 November 1945.

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO.2439=PS.

I, VIRGINIA VON SCHON, o46318, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No.2439=PS.

VIRGINIA VON SCHON
o46318

TRANSLATION OF DOCUMENT NO. 2440-PS
OFFICE OF U S CHIEF OF COUNSEL

Excerpts from
BOYS - YOUR WORLD (Jungen - Eure Welt)
The Year Book of the Hitler Youth
Edited by Karl Lapper and Wilhelm Utermann
Published by the central publishing house of the NSDAP, Franz Eher Successors, Ltd. (G.m.b.H.) Munich, 1938

pp 91 - 93

Colonies for Germany
By Karl Heinz Dahlfeld

Peters.

On 10 September 1918 a German man died at Bad Harzburg, tired and worn out, lonely, hated and derided: On 10 September 1918 Carl Peters died. It is not beautiful to write his history, and also not beautiful to read it, because but little can be found therein about happiness and victory, but a great deal about fight and want and sorrow and bitterness. It is the history of a man who fought for his country with unheard-of passion, who wanted to conquer for it sun and land, but who, at that time, was not understood by his people. And therefore it becomes also the story of hate and meanness, folly and fraud, and that, for a German, is probably never beautiful to read, but often wholesome. .....

In the Wilhelm street in Berlin the privy councellors are sitting at big desks and are shaking their heads: "No, no, we do not want colonies yet, the time has not yet come. Only the twentieth century is suitable for colonization." Peters is desparate, he makes objections, Britain also didn't wait and has been colonizing since generations already, and there isn't much left of the world anyway. The privy councellors, however, remain firm: "No!" .....

Peters is fighting a lonely battle. He has enough opponents in the world, but enemies, enemies he has only in Germany. When he speaks in the Johannesburg Rand-club about his plans, the phlegmatic Englishmen even listen and are prepared to learn. And then one day Peters received the offer from London to become an Englishman. Now, he was fighting and had made himself ill and miserable for Germany, and the recognition, recognition comes from the opponent. Peters declines!

Finally it happened: Peters is recalled and put before a disciplinary court. Peters to be tried, a sad spectacle. The result is his dismissal. In Munich, afterwards, there is a trial against the ugly barrel-shaped Gruber, editor of the "Münchener Post", and this trial restores his honor, but does not bring him new employment.

And so "Hänge-Peters" disappeared in the loneliness. Against all the world he could succeed, but against the German bourgeois he had been helpless. In the files he was listed as an "U.U." (Unbequemer Untergebener), an "inconvenient subordinate", but in life he was a wonderful man. Lüderitz at least had a fortune, and Nachtigal even had an official mission, but Peters, Peters had nothing, nothing, nothing! He travelled back as a steerage passenger, and the letter of protection came only after he won over the chief of Uganda, but soon after that came his dismissal. Shall we praise him now? It appears, however, as if the German people do not have the right anymore to praise him or to blame, they can only ask for forgiveness. Once he said he would send his files down from the sky to the highest authority, but Cecil Rhodes pronounced the sentence: "He has conquered Africa for the Germans, but Germany did not want to accept it."
.....

Page 190 By Niels Nürk: Under hammer and sickle
(Unter Hämmer und Sichel)

.....

Page 192

The Jewish Dictatorship.

With this constitution a situation has developed which was recognizable since the foundation of this country, that is the development toward dictatorial power of one individual man and his circle. At the same time the real power was taken over by that race which played a decisive role in the downfall of the old Reich and in the formation of the new republic: The Jewish race! Whoever considers Soviet Russian affairs must, in order to understand these happenings, concern himself with the Jewish race. Because everywhere in the decisive key positions of the Soviet system and of the communist party are Jews.

The liquidation of 15 million Russians and the extermination of the intelligencia and Russian leadership are also a product of the Jewish race, like the bombastic propaganda with which the actual needs, the existing gaps, the insufficiency in the organization of the state administration are being covered up. Bolshevism and Judaism are one thing, because the Jewish element is the authoritative and decisive element in the leadership of Bolshevism. Now as before Jews are represented five to fifteen times as much in the leading offices of the party and state administration as among the party mass, and ten to thirty times stronger than according to their population ratio. They are the representatives of the new bourgeoisy in Soviet Russia, the only ones who actually benefit from this system; and the politics and tactics they pursue are intended to remove systematically the Russian spirit from the schools and institutions of education and replace it with the Jewish one. Russia, today, is under a Jewish alien sovereignty; it is true that Stalin is no Jew, but all important key positions, be they in foreign politics or in the secret police (GPU, Tsheka) or in the internal administration, or in the political set-up of the red army, are occupied by Jews. It is not the question of a few men especially outstanding like Kaganowitsch or Litwinow; nor do we mean those fallen giants who have since disappeared in the depths, like Trotzki, Dserschinski, or Sagoda. It is a question of the crimes of the Jewish race in Soviet Russia which is connected inseparably with the spilled blood of millions of dead in history. From it emanate the powers of destruction which guide Russia into the world, they act according to the program of their racial comrade Marx, it is they who oppress the worker and peasant and carry out a system which today rests like one heavy chain on the Russian people and makes impossible all efforts of a self-deliverance. .....

Page 195 (Translation of title under picture)

The "paradise" of the Soviets: The prisons of the secret police. (GPU).

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2440-PS

15 November 1945

I, Pfc ERNST M. COHN, 33925738, hereby certify that I am thoroughly conversant with the English and German languages, and that the above is a true and correct translation of the indicated excerpts from Document Number 2440-PS.

ERNST M. COHN
Pfc., 33925738

H1102-0137

State of New York)
) SS
County of New York)

GREGOR ZIEMER, being duly sworn deposes and says that:

The following are true and correct extracts from the book entitled "Education for Death", of which I am the author, and which was published by the Oxford University Press in the year 1941; and that the statements made in these extracts are true and correct to the best of my knowledge and belief:

Pg.11 "I knew enough about Nazi red tape to realize that if I wrote a letter it would get buried under the huge piles of decrees and counter-decrees which Herr Rust was always pouring into Germany. I would never see the inside of a German School. But I prepared my request, stating that I was an American in charge of the American School, grateful for German hospitality; that I was eager to understand the new Nazi methods and the efficient administration in his department; that I would soon return to America, would be asked about Nazi pedagogy, and would be able to talk with much more authority if I had actually visited some of the Nazi schools that were producing such unprecedented results.

"The interview was one I shall not forget. Nor have I forgotten much of the exact phraseology used by Herr Rust (Minister of Education). My notes were written out very completely in the lobby of the Adlon Hotel, two minutes from the Ministry.

Pg.12 "Rust was a huge man, overflowing his mahogany chair and lolling over his polished desk. He was pasty-faced, his eyes shifted from object to object, his mustache twitched. He seemed indescribably sad and appeared to find concentration difficult.

"Heil Hitler! he greeted me without rising. He glanced at my letter lying on the desk. 'You are an Amerikaner?'

'Yes, Herr Minister.'

'What do you Americans teach about us Nazis in your schools in America?'

I regretted exceedingly that I could not tell him. I had not been back in America for some time, I said.

'But here in your American School in Berlin - you have an American school, nicht? - What do you teach about us?'

I regretted again. Our school has only one purpose, I declared: to keep American Children in touch with American educatinn. We avoided all politics. We taught only arithmetic, geography, writing, French, science. Of course, we availed ourselves humbly of the cultural opportunities Germany offered; we visited German museums, attended operas, and studied historic spots . . .

"'And you have Jews in your school', he thundered, interrupting me.

I was on thin ice. He knew that I realized it.

'Herr Minister,' I said, 'those Jewish students are boys and girls who are going to America shortly. And you don't want them in your schools, do you?"

Pg 13 I can still hear his answer. His half-shut eyes suddenly blazed hatred. 'America,' he said, 'America is foolish, furchtbar foolish, to absorb so many Jews. But then, America always has been foolish. Americans always know everything better. You will see. I believe some day Germany will have to teach America a good lesson. And now - what do you want of me?'

I repeated in substance what I had already written.

He leaned back again, seemed to consider, toyed with the Iron Cross on the left pocket of his brown Hitler shirt.

'You want to inspect our institutions. Why?'

I told him his system had been remarkably successful for its purpose. I wanted to confirm that personally.

H1102-0138

"He peered at me as if trying to discover any lurking thoughts I might have. Impatiently he punched a button.

'Bring me the official teachers' manual,' he ordered.

A paper -covered book, as thick as a high school algebra text, was reverently laid on his desk.

Rust became very official. In the book, he said, I would find the complete outline of all work done in Nazi schools. In the introduction, he added with self-satisfaction, I would discover what the Minister for Culture and Education and personally decreed. In these pages he had made his own views perfectly clear. I was advised to study the manual and tell American teachers about it. It would reveal that Young Germany was in deadly earnest.

"I have another direct quotation in my notes: 'Germany always has
pg 14 been and by rights ought to be the focal point of culture in the world,' Rust informed me, pounding the table. 'Your democracies have temporarily degraded us with the cursed Treaty of Versailles. Those days are gone, never to return. German Nordic Culture will cover the world, will sweep all before it - wird alles vor sich her fegen. We will give your request due consideration. Meanwhile, you have the manual, the official basis for our education. Study it. Heil Hitler, Sieg Heil!'

"I had ample time to examine the precious teachers' manual, for I heard nothing more from the Ministry for weeks.

That manual had the ponderous title: Erziehung und Unterricht - Amtliche Ausgabe des Reichs und Preuszischen Ministeriums fuer Wissenschaft, Erziehung, und Volksbildung. It was printed for the government by the Weidmannsche Verlagsbuchhandlung. The issue Rust gave me was dated 1938. There have been no new editions, according to the latest reports that I have been able to get from Berlin.

"As nearly as one can translate words, the connotations of which are more important than the denotations, the title of the manual menas: Education and Instruction, Official Publication of the Reich and Prussian Ministry of Knowledge, Education, and National Culture. It offered a fruitful field for investigation.

"After reading it I talked with scores of Nazi teachers about it. To them it seemed perfectly normal, a straightforward exposition of Nazi educational ideals. Some considered it almost too conservative.
Pg 15 And Rust, I was informed, was never regarded as unduly radical - was, on the contrary, decidedly quiet and considerate in what he said, wrote, and did.

"I first inspected the introduction to which Rust had made personal reference, and of which he was obviously very proud. Compared with the educational methods of any country in Europe, Asia, or South America, the theories promulgated in the first twenty-two pages of this book are unique in spirit, content, and presentation.

"The orders Rust gives his teachers are couched in brutal, dogmatic words, saturated with the Nazi ideal that Nordic Nazi Might makes Universal Right.

The Manual has its own Nazi terminology. A teacher is not spoken of as a teacher (Lehrer) but an Erzieher. The word suggests an iron disciplinarian who does not instruct but commands, and whose orders are backed up with force if necessary.

"Matters of the spirit are frankly and energetically belittled. Physical education, education for action, is alone worthy of the Nazi teacher's attention. All else can be dismissed as non-essential.

"Nazi education transcends old-fashioned pedagogy. Education in Hitler schools is not the result of a gradual evolution, but of revolution, It stems from political conflict and political victory.

"The Nazi schools are no place for weaklings. All children must, of course, finish the primary school before they are ten; but after that schools are proving-grounds for the Party. Those who betray any weakness of body or have not the capacities for absolute obedience and submission must be expelled.

H1102-0139

Pg 16 'Students who are unable to produce required results (who are Leistungsunfaehig) or who betray any weakness, are to be kept out of the secondary schools,' states the iron Minister to his iron-minded teachers on page one of his iron-clad manual.

"The regime draws a sharp distinction between girls, inherently weak, and boys, natural exponents of Strength. Boys and girls have nothing in common. Their aims, their purposes in life, are fundamentally different. Boys will become soldiers; girls will become breeders. Co-educational schools are manifestations of decadent democracies and hence are taboo.

"Rust decrees that in Nazi schools the norm is physical education. After that, German, biology, science, mathematics, and history for the boys; eugenics and home economics for the girls. Other subjects are permissible if they are taught to promote Nazi ideals. Spritiual education is definitely unimportant.

"Herr Rust is, of course, merely echoing the dictates of his Fuehrer, who has made it clear in speeches, letters, and in Mein Kampf that the education of the body must be paramount.

"Rust has instituted a new type of class, which he explains on page three. It is the Arbeitsgemeinschaft, a form of army-community group in the school, which discards marks, credit s, and formal instruction. It is a clannish gathering of those students who show the greatest aptitude for Party duties. These Arbeitsgemeinschaften form the political units in the schools; members exert salutary influence on other students less alert to the privileges of National Socialism. Anyone who belong to this unit is so thoroughly steeped
pg.17 in Nazi ideology that he can go out and enlighten those who are not aware of their duties as Nazis.

"All classes must be flexible in their schedules. Should military parades or Party duties take students out of class, they are not to be molested with any form of review or make-up work later; teachers are notto stress class attendance.

"Nor is there to exist a rigid system of lesson plans. A history class, for instance, should be so organized that it can deviate at any moment from routine and avail itself of new material provided by Nazi activity. A biology class must be integrated only to the point where the instructor can make use of new racial angles as the Party wishes them stressed. For a while Russians were enemies of the State, then became allies, then enemies again. The schools reflected this change carefully and in detail. The schedule in a geography class must be so adjusted that new parts of the globe can be discussed as they become objects of interest subsequent to new conquests.

pg.25 "When does the Nazi Party become interested in the German child?' I asked a high official in the imposing office of Baldur von Schirach, Marshal of Militant Young Germany, Kronprinzen Ufer 10, Berlin.

'Before it is conceived,' was the quick answer."

"The tall young official glowed with arrogant enthusiasm. He saw my astonishment and explained in detail that there would be little use in driving out the impure Jew if Germany did not make a scientific effort to prevent undesirables from being born. Hitler wanted a superrace; this could result only from mating of healthy individuals.

His desk was littered with pamphlets; the wall was colored with statistical graphs and curves, all indicating the low birthrate during the German republic, but revealing an astonishing rise since 1933.

He lectured me on the efficiency of the Nazi Gesundheitsamt (health office) and the examinations which young mating couples
Pg 26 cheerfully undergo before they obtain the Party sanction to mate.

H1102-0140

He intimated that soon the Nazi health certificate would replace marriage documents. He explained the Erbgesundheitsgesetz, the Nazi law for hereditary good health.

'Is there no slip-up?' I inquired. 'Are there not undesirable who have children anyway, in spite of laws? Can you control the biological urge of a nation?'

'But we do not wish to control or stifle the biological urge,' he exclaimed briskly. 'On the contrary, we are fostering it wherever we can. But soon there will be no puny, feeble-minded, diseased children in Germany!'

"I needed more information. He was very patient, but peered at me as if my naïveté was appaling to him.

The undesirables, the feeble-minded, those afflicted with incurable diseases , even the antagonistic in spirit would not have any more children, he explained. That was the wish of the Fuehrer, and Young Germany carried out his decrees.

He thought for a while and then asked if I would not like to see what he meant. Of course, I would.

'Your nerves - are they strong?' he asked. I told him they were as strong as the average. He asked to see my letter once more. For the second time in a few minutes I produced the document from the Ministry which had made it possible for me to see this official in the first place. He studied it carefully, held it up to the light, and inspected the water-mark. He seemed satisfied.

pg.27 'Well,' he said, 'the Herr Minister Rust says you are to see things, and so you shall see them.'

"We walked along the winding shore of the Spree River, and came to Friedrichstrasse, the main business street of old Berlin. Across that, we found Ziegelstrasse.

'Here,' said my Nazi guide, as he entered one of the forbidding brick buildings. 'Here is the place where we prove that our interest in the child begins before he is born. This is a Frauen Klinik - a city hospital for women.'

His black S.S. uniform opened all doors. In a small locker room we slipped into surgical aprons. We climbed some stairs and entered a second floor gallery, separated from an oval, well-illuminated operating room by a glass wall. Down below six doctors were hard at work.

"What I saw drove the blood from my face for a while, I admit. Hospital beds came and went with methodical precision. The doctors made quick, deft incisions in white abdomen walls, spread the slit, and applied surgical clamps. They probed, delicately lifted a tube which they wrapped and cut. The wound was sewed, and the body was wheeled off to be replaced by another.

'What are they doing?' I asked.

He informed me they were doing what the Third Reich had to do if Germany wanted to have a race of super-soldiers. 'These doctors,' he said, 'are sterilizing women.'

For more than an hour I saw women come in with the cradle of life intact, and leave empty shells.

pg.28 "I asked what type of women were thus being disciplined, and was informed they were the mentally sick, women with low resistance, women who had proved through other births that their offspring were not strong. They were women suffering from defects."

'We are even eradicating color-blindness in the Third Reich,' my S.S. guide told me. 'We must not have soldiers who are color-blind. It is transmitted only by women.'

"Upon questioning he admitted that some of the women were sterilized because they were enemies of the State. Many of them should be in concentration camps.

H1102-0141

H1102-0142

'It is not humane to keep women in concentration camps,' he said. 'But a sterilized woman loses her interest in politics, especially if her fellow-women know that she is sterilized. And we see to it that the others find out'.

"He could not tell me how many women were sterilized yearly; but he knew that in this particular clinic six doctors operated four days a week. The process had been going on in all larger German cities since 1933.

'Who decides that the women are to be sterilized?' I asked. I do not require notes to quote his answer. It planted itself in my memory.

'We have courts, my dear Herr Direktor Ziemer. We have courts. It is all done very legally, rest assured. We have law and order.'

Pg 30 "The most typical one (home for unmarried mothers) was near a small village in the Harz Hills, among the pines and lacks - Bad Sachsa. The large wooden structure, four stories high, had formerly been a luxury hotel managed by a Jew who is now in Sachsenhausen Concentration Camp. The swastika over it fluttered gaily. The spacious reception room was airy, comfortably supplied with wicker furniture, white curtains, and flowers.

"My arrival was expected. The middle-aged matron in charge greeted me with the usual Heil Hitler. I told her I was especially interested in what the Party did for women who were going to have State children (formerly known as illegitimate children).

"I was informed that the home was especially anxious to have such girls. They deserved special credit and special care for contributing a child to the State. According to the matron some of these girls still found silly, narrow-minded disapproval among relatives. As a result they occasionally developed Hemmungen (spiritual inhibitions). Thus handicapped, they would not produce good super-children. But they found peace and quiet in the NSV (1) homes; the Party paid the bill.

"When I asked if I could talk to one of the prospective mothers, pg 31 she looked at me speculatively, trying to discover my motive in asking. Her sharp blue eyes betrayed distrust for a moment, but that passed.

"Some of them, she told me, would not wish to talk to me, for they were in the advanced stages of pregnancy; But there was one - a very intelligent girl - that might. She hurried to her row of files and looked at her records. Each girl had signed a statement that the father of her coming child was Aryan and in good health. That was all the registration required.

"The girl's name was Magda. She was outside on the Wiese, the meadow. We found her. She was not beautiful, but definitely not unattractive. She was what the Germans call eine intelligente Frau, with sharp intelligent features, high forehead, delicate nose and brows. She was wearing a German Turnanzug, a blue jacket with long sleeves, open at the neck, and slacks to match. She was lying in the grass on her back, her legs up, reading a book.

"She rose carefully. The matron introduced us in the formal German manner. Magda, who last name I never learned, was self-possessed and just a trifle sharp in her manner, obviously wondering what the stranger wanted.

"I explained that I was an American educator interested in the study of Nazi institutions. Her face broke into a very feminine smile. Wasn't I a bit early in coming to her with educational matters?"

(1) National Socialist Welfare Organization.

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"'Not too early,' interrupted the matron. 'I am sure Magda's child is going to be a very good Nazi.'

"It was then I was allowed to peep behind the mask of this pro-
pg.32 spective young mother carrying an illegitim to child. Her eyes glowed with a fanaticism that was intense, devouring. Her answer was one of those I did not have to write down to remember:

"'My child will belong to the State. I am bringing it into the world because he has asked me to.' She was referring to Hitler, of course.

pg.34 "Every morning the women listened to an hour's lecture on what Nazism really meant. After they returned home they became the staunchest
pg.35 workers in their communities. And the Party kept complete record of the children too. Infants of women who had been in the NSV home were NSV wards. Representatives were sent out regularly to contact them.

"'We keep the children safe for Hitler until the schools take them over at the age of six,' the matron summarized this phase of her work.

"She explained the NSV interpretation of sex. The whole subject of conception and child-bearing had been put on a new plane by the Third Reich. Mating was a biological problem. The courses offered in the home helped mothers and girls to understand how necessary to health were children, how necessary to their well-being were frequent intim to embraces with men.

"'We know from statistics that most of the women who leave here conceive again within a short time,' she said, according to my notes. 'The separation from their men for several weeks, the daily talks about sex, the stimulating literature we give them when they leave - it all helps to raise the birthrate. And that is our ambition - to raise the birthrate.'

pg.36 "Before I left the matron gave me a stack of literature explaining the work of the NSV. She urged me to inspect the official NSV publication, Ewiges Deutschland (Eternal Germany).

"The magazines were attractively printed in green ink, had numerous splendid photographs, many articles, and editorials which emphasized the importance of children and encouraged women to have babies in or out of wedlock. One article had a typical paragraph: 'In its deepest misery God bestowed upon Germany its adored Fuehrer. This is the greatest gift any nation ever received. It is now our sacred duty to prove ourselves worthy of our Fuehrer through fulfillment of our tasks, through unwavering courage and optimism which will answer 'Yes' to the challenge of Life; which will say 'Yes!' to our instinctive desire to bear children!(1)

pg.42 "A few days later I recalled what the matron had said about their checking on children before the schools took them over.

"My friend at NSV headquarters arranged for me to spend a day tramping the rounds in Berlin with one of the NSV sisters. Fraeulein Knoblauch was elderly, but as fanatic as any youngster. On her arm she had the official band with the NSV insignia - an 'N' with its arms spread wide to make room for an elongated 'S' with wings on its upper tip coming to a point and making the 'V'. Quite unabashed the lady informed me that the NSV insignia was the symbol of conception. A second inspection of the intricate pattern of the letters with their points, curves, and spread legs led me to agree with her.

(1) Ewiges Deutschland, January 1939, page 12

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"Miss Knoblauch's schedule for the day was to call on four women all of whom had at one time or other been guests of the Mother and Child Home at Fuerstenberg near Berlin. The babies were now old enough for investigation.

"The names on her list were Fricke, Dehnicke, Strecker, and Zeidler, representing modest families scattered over various parts of the big city. They belonged to different professions.

"Our first address was in the Wedding Platz district, famous in Nazi history for bloody Communist-Nazi brawls. The apartment was clean but poorly furnished. The blond mother was nervous. At her side stood the youngster whom Sister Knoblauch had come to investigate. He also was blond, chubby and dressed in a clean playsuit. He stood very straight, inspecting us with bright blue eyes.

'What does one say?' prompted the mother.

pg.43 The youngster's dimpled right hand went up, he managed the gesture of clicking his little heels, and crowed, 'Heil Hitler.'

The Sister answered the salute smartly. 'Sehr gut (very good),' she pronounced judgment. Then she asked the boy if he knew who Hitler was.

'Hitler is our beloved Fuehrer,' the lad articulated, careful not to make mistakes in his memorized words.

'That's right. We all love our Fuehrer, don't we?'

'We all love our Fuehrer,' he repeated without conviction.

'You must grow up and be a big boy so you can fight for the Fuehrer.' Sister Knoblauch continued.

But the boy did not run true to form. 'I don't like to fight,' was his unexpected rejoinder.

The Sister was genuinely shocked and looked accusingly at the mother. Patiently she explained to the youngster that Hitler's boys must all fight for him. They all had to grow up and be good soldiers.

'Am I a good soldier?' he asked.

"I wrote Sister Knoblauch's answer down while she had her back turned. 'You certainly are,' she said. 'You are a Hitler soldier. You are going to grow up and be a fighter for the Fuehrer. And then you can carry a gun and learn to shoot, so you can defend the mother.'

"The young mother was supposed to be thrilled by that. She wasn't. But she smiled bravely as she saw the questioning eyes of the Sister on her. With extreme politeness she asked us to come into the dining room and have substitute coffee. It tasted as barley coffee
pg 44 might be expected to taste.

"Sister Knoblauch pelted the mother with questions. She wanted to know how often the mother discussed Hitler and the Hitler Youth with her four-year-old. She threw out broad hints that parents who neglected to teach their children the Nazi ideology vigorously and consistently, and who did not arouse in them a martial spirit, were not good Germans.

pg 47 "Sister Knoblauch had mentioned the Nazi day nurseries, the Kindertagesstaedte, in her discussion. I knew them to be institutions where working parents could leave their pre-school children and be certain that they would not only be kept safe, be housed and fed, but would be taken by the hand and led to Hitler's altar there to worship.
pg 48 I visited several of them, obtained permission, in fact, to take the members of the Sociology Class of the American School through one in Berlin.

"This Berlin institution was housed in a converted factory that had formerly belonged to a Jew. True Nazi organization was evident everywhere. The children were carefully classified: the small tots were on lower floors, older children were occupying the upper storeys. Trained Nazi Erzieher were giving the children the best possible care. The Party provided food, entertainment, flags, pictures, supervision, and special uniforms for all, including the six-month-old babies.

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"It was at this pre-school nursery that I heard a group of boys, hardly able to talk, memorize a song their teacher was drilling into them with enthusiasm:"

Unsern Fuehrer lieben wir,
Unsern Fuehrer ehren wir,
Unsern Fuehrer Folgen wir,
Bis wir Maenner werden;

An unsern Fuehrer glauben wir,
Fuer unsern Fuehrer leben wir,
Fuer unsern Fuehrer sterben wir,
Bis wir Helden werden.

The English would be:

We love our Fuehrer,
We honor our Fuehrer,
We follow our Fuehrer,
Until men we are;

pg.49

We believe in our Fuehrer,
We live for our Fuehrer,
We die for our Fuehrer,
Until heroes we are.

"While my Sociology Class was inspecting the clean kitchen where good food was being prepared for the next feeding, I had an opportunity to talk with the Nazi nurse in charge.

"She was friendly and glad to inform me about the smoothly functioning nursery. The Party was sparing no pains, no money, to make this institution an important cog in the system. They took only healthy children, of course, and those whose parents were of pure Aryan descent, which they proved with their Ahnenschein, their genealogical record. The parents had to sign a paper that the children were under the exclusive jurisdiction of the Party during the time they were in the nursery. The Party could deal with them as it saw fit.

"According to the nurse, the Party had worked out a definite routine of training these youngsters in Nazi ideology. The teachers and nurses were graduates of special NSV schools where they had received minute instruction in courses planned by the Party.

"She explained that the children learned strictest discipline, absolute obedience, and became thoroughly acquainted with the Fuehrer Prinzip. They learned to revere the Fuehrer and look upon him as the savoir of Germany. Their minds were too immature to realize all his
pg. 50 great accomplishments, but no child left the institution without learning that Hitler was a superman, who alone could save Germany from her enemies.

"And they sowed in the minds of the little boys, she said, the first great desire to become soldiers for Hitler; and the maternal instinct of the girls was fostered from the very moment when they felt like playing house or fondling dolls.

pg. 55 "(This is the story of the Pimpf, the Little Fellow, The Nazi Party takes him from the NSV at the age of six, and keeps him until he is ten, He wears a dignified uniform: heavy black shoes, short black stockings, black shorts, a brown shirt with a swastika armband, and a trench cap.

"The Pimpf organization lays the groundwork for Party activities in the Jungvolk and the Hitler Youth. The boy receives a number, and is given a Leistungsbuch, an efficiency record book. Throughout the years it records not only his physical development, and his advancement in military prowness, but also his ideological growth. His school, home, and Party activities are minutely supervised, controlled, inspected, and indelibly registered.

"At the age of ten the Pimpf must pass a rigid examination as outlined in the Pimpf manual, before he can be promoted to the Jungvolk.
p.56 If he "fails to be promoted, he is made to feel that he would be better off dead; if he does pass, he is told that he must be ready to die for Hitler in the Jungvolk, even as he was ready to die for him in the Pimpf stage.)

"Half an hour before sunrise, 19 April, I hurried to the Marksburg, best-preserved medieval castle on the Rhine. Even before I reached the pinnacle I realized that the two hundred youngsters, aged ten, who would that morning be promoted from the Pimpf to Jungvolk had got up long before me.

pg.57 "The officer in charge introduced the guest of honor, a high official from the Hitler Youth, Munich division.

pg.58 "The sun came crawling over the walls, and its rays stopped some of the youngsters from shivering quite so much.

"The speaker soon got into his stride. His voice was brittle. I had good opportunity to take notes up in my window. Here are excerpts from the address:

"'You boys must be hard-hard as iron; the Fuehrer has demanded it. You must be loyal; the Fuehrer has demanded it. But above all, you must be ready and willing to give up your lives for the Fuehrer; he has demanded that, too.

'On you rests the future of Germany. Our Fatherland needs you. Germany will some day be the ruler of the world. Our Nordic culture will go out and cover the earth. The youth of other nations does not understand us. They hate us. Democracies point fingers at us. They say we are making you boys into soldiers. Do we deny it? Certainly not. They do not realize how eager and ready German boys are to become soldiers for Hitler. We will make Germany what she should always have been, a force to be reckoned with. (Eine Gewalt mit der die Welt rechnen musz.)'

"He ended as he began, with a Heil Hitler. The only applause was a chorus of 'Sieg heil, Sieg heil, Sieg heil.' There was no cheering, no stamping of feet. This occasion was too holy for that.

"A penetrating fanfare of trumpets from the tower of the castle, more than a hundred feet above us, sent a flock of pigeons wheeling toward the valley. I could see tenseness in the young ranks. A short silence; somebody struck a note on a pitch-pipe, and the boys burst forth with Deutschland, Deutschland ueber Alles, and then Die Fahne
pg.59 Hoch, the Horst Wessel Lied.

"Another fanfare shattered the spring morning. A sharp command, and from round the corner of the castle came a color guard of three boys. The one in the center carried an old tattered swastika flag on a tall pole.

"'Die Blutsfahne,' said the commander. 'The bloodflag. And look, the sun! Casting its rays right on it.'

"'The bloodflag-?'

'Yes. It is one of the flags from the fighting days of the Party. Some member of the squad to which it belonged was killed by Communists. The flag was dipped in his blood. It is now a holy flag!'

"Quickly the boys formed a circle. Some were pale, some were flushed. The most momentous occasion of their young lives was approaching.

'Raise your hands,' came a command. 'Repeat after me.'

And the spring sunshine and the Rhine and the medieval castle heard the following:

'In the presence of this bloodflag which represents our Fuehrer, I swear to devote all my energies, all my strength to the savoir of our country, Adolf Hitler. I am willing and ready to give up my life for him, so help me God. One people, one Nation, one Fuehrer.'"

"The hands relaxed. The youth leader spoke again, softly. 'Boys' he said, 'you have just taken an oath. Live up to it. You are no longer Pimpfs, you are Jungvolk. We will demand more of you
p.60 than before; your duties will be heavier; your responsibilities greater. But your glory will also be greater.' His tone became informal as he told the boys to march back to their barracks and rest; there would be a trip up the Rhine in the afternoon.

"A few minutes later I met one of the troop leaders in the Alte Schaenke, the historic drinking booth of the Marksburg. He was glad to talk. I asked specifically about a certain Leistungsbuch that many German boys of my acquaintance had always mentioned with bated breath.

"The leader called one of the youngsters and commanded him to show us his efficiency record.

The lad reached into an oilcloth pocket dangling from his brown belt and pulled out a book with a stiff cardboard cover, the size of a school tablet.

"That book proved with what efficiency and thoroughness the Party governs the lives of every German boy. It was a complicated ledger dividing life into activities, called Bedingungen (prerequisites).

I remember some of the headings:

Weltanschauliche Schulung (Ideological schooling).

Pimpfenprobe (Promotion examination)

Athletic achievements, including running, swimming, boxing, long distance hikes.

Military accomplishments, including the ability to erect a tent, march, make maps, find directions by use of the stars, do spy work, recognize trees and plants.

Shooting, practice with bull's-eye, practice with stuffed dummy
pg.61 Party accomplishments, fervor for Nazi teachings, knowledge of Hitler songs, Hitler biography, Hitler oaths, Hitler holidays.

Auslands Kenntnisse (foreign affairs), names of territories lost by the Treaty of Versailles, knowledge of lost African colonies, names and locations of Stuetzpunkte, strategic positions in foreign countries of military value.

"The leader explained that this book formed the permanent record of everything the boy did, thought, or neglected to do from the age of six to fourteen. Every accomplishment and everymistake was registered, signed, and countersigned by officials.

pg.63 "Back in Berlin a few weeks later I attended a series of classes for boys below ten. I talked to many teachers. None of them ever heard of educational psychology as we know it. Terms such as memory span, motivation, motor skill, vocal auditory repetition meant nothing to them They were imbued with one idea, and one idea only: to make the boy think, feel, and act as a true Nazi. The teachers know that they would be rated as pedagogues not by the showing their classes made in school examinations but in tests given by Party officials. These tests were based on the Pimpf manual, and the grades were recorded in the Leistungsbuch.

"I spent one day at a Volksschule not far from the Christmas
pg.64 Kirche where Pastor Niemoeller formerly preached. I attended a history class, a nature-study class, a reading class, and a geography class. The Rector, a quiet, pudgy Berliner, informed me that I would find nothing extreme in his school, for he did not tolerate any excesses. In view of that, what I did see was singularly interesting.

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"The discipline in all classes was exemplary; most of the periods were devoted to lectures; there were no textbooks.

"The history teacher was a young man in uniform who taught with vigor and enthusiasm. He had a booming voice loud enough for a lecture hall. His boys were learning about Nazi heroes. On that particular day they were worshipping Albert Leo Schlageter, who had been executed by the French during their occupation of the Ruhr shortly after World War I. The major part of the lesson was devoted to the phase of Schlageter's career which endeared him to present-day Nazis: his bravery before the firing squad."

pg.68 "I had one more class to visit. I thought of skipping it at the time, but am glad now that I didn't. This geography class, more than any of the others, made me realize what was going on in Nazi schools.

"The class was in progress when I slipped in. The teacher was talking about Germany's deserved place in world affairs. He ascribed her recent swift rise to the Fuehrer's doctrine of race purity. Not every country could boast of a pure race. Czechoslovakia, for instance, was nothing but a few remnants of a race formerly under German rule, mixed with Slavs, Jews, and Galicians. The Poles were no race. But there were other countries that were fast going downhill because of racial sins. He asked his boys to name some.

They mentioned Russia, England, France. The teacher was not satisfied.

'Well, which country has always called itself the "melting pot" of all other nations? Jungens, that you must know.'

Then came the chorus, 'Amerika.'

"I began to jot down notes as fast as I could; this was getting close to home.

"The teacher launched into a devastating diatribe that made short shrift of the United States, that country which had joined the last war just to make money. He worked himself into an emotional fervor.

He explained how during the centuries there had been many men and pg.69 women who could not get along in Europe. Most of them were criminals and crooks, reprobates and renegades. They were the undesirables. Whenever they tangled with the law in Germany, or any other European country, they got a boat and went to the United States. There they married each other. And now the children-well, any German boy with intelligence could see what the result would be. These children, in turn, mingled with Jews and Negroes. The citizens of the United States were sinking lower and lower.

"But he wasn't through.

'There are many other weaknesses as a result of this lack of racial purity,' he continued. 'Their government is corrupt. They have a low type of government, a democracy. What is a democracy?'

I wrote down a few of the answers:

'A democracy is a government by rich Jews.'

'A democracy is a form of government in which people waste much time.'

'A democracy is a government in which there is no real leadership.'

'A democracy is a government that will be defeated by the Fuehrer.'

pg.77 "He, (George Abels, official of the Nazi Health Office,) assured me that the death of those unfortunates (feeble-minded children) who could not contribute to the race was a fine death, painless, almost

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beautiful. He knew of cases where feeble-minded children who had received the proper instruction had asked to die for Hitler. They knew they could not die for him as soldiers, so they asked to die for him in the Hitler Kammer.

"The Hitler chamber?' I asked.

He explained that the Hitler chamber was a little white hospital chamber where underprivileged weaklings went to sleep. He asked if I would like to see one. I assured him I would.

"He pressed a button and asked an attendant to get him some information. He continued talking to me, expressing the conviction that soon nobody would even raise an eyebrow if they heard that a feeble-minded child, or a weary old man had found rest. He assured me that the feeble-minded children in Nazi Germany were all over seven years old. The meaning of this did not strike me till I realized that it had been approximately seven years since the Erbgesundheitsgesetz, the law controlling marriages, went into effect.

"'What about the children over seven years of age?' I asked.

He assured me, pacing the floor, that the Party gave them a chance. They were kept alive until they were ten. By that time they knew if the boys would ever become useful or not. Those with intelligence enough to become street cleaners or perform simple tasks, were sterilized to prevent offspring, and put to work. They could never join the army, of course."

pg.85 "To change the subject I asked what girls' school he advised me to visit. The schooling girls received in the Grundschulen, the elementary schools, was alike all over Germany, he informed me. There were many of these schools; every large city had several, and each village at least one. But if I must visit one, the school at Berlin Schmargendorf, for example, was as good as any.

"I spent several days in that low stucco building, next to the Schmargendorf City Hall. The teachers were elderly, but devout Nazis. Most of the day was devoted to domestic science, eugenics, and physical education. There were other classes, however; Deutsch, or Deutschkunde (German), where the girls learned to read and write and where they became acquainted with true Nazi literature; the three G's - Geographie, Geschichte, Gesang (geography, history, singing) - the first two of which taught them about the superiority of the Nordic race, while the singing class was devoted to memorizing of Nazi songs, chiefly dealing with self-sacrifice, blood and death. But these classes were not scheduled every day. Arithmetic was a subsidiary class of domestic science, which, in turn, was an extended double period, often dovetailing with eugenics. These classes included
pg.86 instruction in every phase of housework and cooking, as well as care of children and sick people. Detailed sex instruction was part of this course. Rassenkunde, the study of races, exposed the faults of all non-Aryan races. Beschaeftigungslehre was a sort of practical course in shopping, marketing, judging of food, keeping records in the kitchen, making use of spare time.

pg.87 "The classes in that Schmargendorf girls' school were hushed and tense affairs, with remarkable discipline. Every one of them emphasized Nordic culture, and woman's place as the cradle of future soldiers, wherever the opportunity offered itself. Every subject seemed to be slanted to make the girls realize that they were the prospective mothers of Germany.

"During one 'German' class I listened to a teacher read a new Nazi fairy story to her youngsters, age 8. I borrowed it from her later, and copied it. She told me she had clipped it out of a copy of Ewiges Deutschland, the NSV publication. She did not recall if it was the February or March 1939 number.

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pg.106 "In march-step the boys tramped out of the school (in the western part of Berlin) into a small fenced-off garden back of the school. There they broke rank and stationed themselves beside tomato plants a few inches high.

"I concluded this was a class in applied science, a project. The teacher was apparently using modern methods by taking the class to the garden, letting them see plants and experience at first hand how osmosis, photosynthesis, and geotropism worked.

"I heard nothing of the kind. The Nazi teacher gave a fiery dissertation on the Holiness of German Soil, Heiliger Grund und Boden! He pointed to the ground. With blazing eyes and clarion tones he explained that Germany had lost much holy soil through the diabolical Treaty of Versailles; her enemies had robbed her; Poland, Czechoslovakia, France, England - all had criminally appropriated holy German soil. So tense was he that I could write without attracting any attention.

'There is today one man who can recover this holy German soil. We mention his name with deepest reverence. His name?'

'Unser Fuehrer, Adolf Hitler, Sieg Heil!' echoed the chorus.

pg.107 'And the Fuehrer will recover all this holy German soil - yes, and more, much more, tenfold more. We will revenge ourselves properly for the insults perpetrated by our second-rate enemies.

'And you - you and I - we must have only one thought. That thought is a holy thought; it is the determination, the hope, to become good soldiers for Adolf Hitler. And if we are good soldiers, if we give our all for the Fuehrer, then some day we shall reap a reward, the highest reward possible. We shall acquire a crown of glory. To us will be granted the privilege of lying in this holy German soil as Hitler's conquering soldiers.'"

pg.108 "During the day I spent at the Westend school I talked with a tall, dark youngster, with big peasant hands and bushy eyebrows. I asked him about the reading material the Party recommended for boys of his age. He excused himself and hurried out into the cloakroom. He returned with his knapsack from which he pulled a book carefully wrapped in brown paper.

"'This is a wonderful book,' he said. 'Everything I need for reading is here.'

"It was my introduction to the official Hitler Youth Year Book, a ponderous volume of five hundred pages, large in format, published by the Zentralverlag der NSDAP, Munich. It was divided into sixty-one units. The contents ranged from glorious accounts of Party activities to panegyrics on the new army. It appealed to the spirit of conquest by recalling pages of German history. It stirred up the hope for adventure with stories of Germany's lost African colonies, and explained what fields would be thrown open once Germany had recaptured them. It discussed the importance of sport in the new regime. It gave intimate glimpses of what Nazis in other countries were doing and hoping to do, and what persecutions they had to endure for the sake of their holy faith in the Fuehrer.

pg.112 "One of the boys brought me another book, called Heil Unserem Fuehrer, published by Enszlin and Laiblins, Reutlingen, written by Friedrich Wolfgang Lindenberg, officially recommended by the Party. More than 985,000 copies had been distributed, I was told. Hitler has personally inspected and passed this book as a true and commendable biography of himself, for the German boys of ten to fourteen. It uses the device of a young Bannenfuehrer, leader of a youth detachment, telling his boys the story of Hitler's life as they sit around an open campfire after attending the funeral of a young comrade who lost his life fighting for Hitler.

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pg.119 "There were other occasions on which I experienced at first-hand the power the Party exerts over young German boys. One stands out because the setting was the top of a venerable old mountain in Central Germany, the Brocken; part of Goethe's Faust plays there.

"It was the night of 20 June, Sonnenwende, Festival of the sun. My Ministry letter had again proved effective; I was guest of an official who accompanied the Jungbann that was being rewarded for having done especially good work. It had the highest status in an ideology examination givenall over Germany.

The reward was the permission to celebrate the Sun Festival on the hallowed mountain top.

"We had driven up the Brocken by car. The boys arrived early in the evening by special army trucks. Usually they walked when they visited historic spots, walks of a hundred miles not being unusual; but time had been pressing.

"The ceremonies began after the sun set, and lasted until mid-night. A huge bonfire of pine logs, reminiscent of pagan celebrations, was set ablaze about ten o'clock. The boys squatted in a circle around
pg.120 the fire. For more than an hour they sat there listening to Nazi Jungvolk leaders urging them to dedicate their lives to a man who was the savoir of all, Adolf Hitler.

"Occasionally the boys were ordered to rise. They danced about the fire as if they were preparing for a ritual. As they danced, they sang; the songs sounded like medieval battle hymns, songs the youngsters of the Children's Crusade might have shouted.

"After the songs came more addresses, more glowing eulogies of Hitler, Goering, Himmler, and Goebbels.

"Then came the final song. The melody sounded familiar. I realized the boys had adopted andadapted the tune of Fridericus Rex, the defiant old military march of Frederick the Great."

"I wrote down the words:

Adolf Hitler is our savoir, our hero.
He is the noblest being in the whole wide world.
For Hitler we live,
For Hitler we die,
Our Hitler is our Lord
Who rules a brave new world.

"It rhymes in German. They sang it in unison, they repeated it in harmony. Its stirring tones went far out into the night; its blasphemous words were carried away by the summer breeze.

"As I sat there on the blunt peak and gazed out over the quiet semidark German countryside, I could see other fires on other hills. I was informed that all over Germany, in old castles, in historic
pg.121 spots, groups of young human beings were that night attending similar ceremonies.

"It was midnight. The fire was low-glowing blood red. The breeze was cool.

The group leader, a shadowy silhouette against the distant stars, arose. His voice was high, shrill, as if he were inspired. I scribbled his words by the light of that fire.

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'Boys,' he shouted, 'this is the holy hour of the Sonnenwende. To the boys of Hitler this hour has only one meaning. At this hour when the earth is closest to the sun, when it is consecrating itself to the sun, we have only one thought. We must be close to our sun. Our sun is Adolf Hitler. We too, consecrate our lives to the sun, Adolf Hitler. Boys, arise!'

They did, raised their right hands in holy fervor.

While drums rolled with deep rumbling thunder, young German boys, not yet in their teens, repeated after their leader:

'I consecrate my life to Hitler; I am ready to sacrifice my life for Hitler; I am ready to die for Hitler, the savoir, the Fuehrer.'

"Silence followed the oath.

Under the summer sky the hearts of young males were bursting with hero-worship such as the world has not seen before.

Then a fanfare. The fire was dead. Silently the troop crept off to bed, leaving the mountain top to the night.

pg.128 "Not long after that my Ministry letter allowed me to sit in the rear of a girls' school in Frankfurt on the Main. It, too, had rough benches and closed windows. The teacher was intense and pale with earnestness. The teacher was delivering a lecture on the German meaning of 'Moral.' It was a class in eugenics, compulsory for all girls.

"I had ample time to jot down notes. According to the teacher there was no such thing as a problem of morals in Hitler's Germany.
pg.129 The Fuehrer wanted every woman, every girl to bear children - soldiers. She herself was willing to have a child, even though she was not married. The State would rear and educate it.

"'All of us women can now enjoy the rich emotional and spiritual experiences of having a baby by a healthy young man without the restricting ties of the old-fashioned institutions of marriage.' were her words.

"Hitler and his school authorities urge BDM girls to have babies. But they do not permit the girls to be educated in the same schools with the boys. Girls do not require the same sort of education that is essential for boys. The schools for boys teach military science, military geography, military ideology, Hitler worship; those for the girls prepare the proper mental set in the future mates of Hitler's soldiers.

"One of Minister Rust's officials, a Herr Geheimrat Becker, discussed the problem of co-education with me. He knew something about American schools. It was his contention that the system of trying to put women on the same plane with men, even in matters of the mind, was a waste of time. He admitted there were women who could think as well as men - in their field. But the German schools had one aim: every course, every class had to contribute in some way to Hitler's ideology. He pointed out that the boys who learned about chemistry of war, who studied trajectory angles, and who became acquainted with the mechanics of flying should not be bothered with the presence of girls in their classes. Girls had a definite purpose. In moments of recreation boys needed girls. But we in America put girls in the wrong places at the wrong time.

p.145 "(German boys from fourteen to eighteen belong to the Hitler Youth. They are Hitler's secondary army - ready to die for him, but ready to fight first. And they consider themselves well equipped, mentally and physically.

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"On their ideological foundation, laid when they were Pimpfs and Jungvolk, the Hitler Youth erect a superstructure of knowledge useful to soldiers. Deutschkunde, including a study of Germanic culture, Party history, military geography; natural science, chemistry; mathematics; and foreign language. There is, naturally, further education in Hitler doctrines.

"The Hitler Jugend, H.J. as it is known, has its own system of ranks and promotions. It maintains its own leadership schools and camps. The uniforms resemble those of the regular Storm Troopers.

"That the Hitler Youth have gone through a formative process since 1933 becomes evident from a tabulation of their annual slogans:

1933 One Reith, One Nation, One Fuehrer.
1934 Fight Waste,
Pg.146 1935 Health is Power
1936 Beauty of Labor
1937 We Must Build Hostels
1938 Every Youth a Flyer
1939 Hitler Youth on the March
1940 'Wir Fahren Gegen England' ('We March Against England')
1941 'England Began the War - Germany Will Win It' - the slogan used by all German radio stations as a sign-off line.

"The outstanding characteristic of the H.J. is their conviction that they are the most powerful youth organization in the world. To outsiders they seem impatient to prove it.

"They realize their own importance, for has not the Fuehrer, in a speech addressed to his boys in the Lustgarten, Berlin, 1929, told them 'Youth its own State'?

"Dr. Joseph Goebbels has given them another slogan. In H.J. Marschiert he informs German boys: 'The older generation says. "He who has the Youth, has the Future." We say, "He who has the Future, has the Youth." That is why Youth follows Hitler and his ideology which is the embodiment of the dreams and hopes of Youth. Don't let the older generation influence you. We will win. For Youth Is Always Right!')

pg.149 "I recall a typical H.J. evening in a strawthatched luxury hostel in northern Germany. It was at the General Ludendort Jugend Heim in Demmin, quiet Mecklenburg, twenty-five miles from the Baltic Sea. The architect had used the panelling and thatched roof style of the grand old Mecklenburg homes that adorn the countryside; the rooms were rustic, with square beams and heavy carved furniture. But everything was extremely comfortable and practical.

"I took copious notes that cool spring evening, while the boys sat around plotting their march to Swinemuende and the Island of Usedom for the next day."

"Some were oiling their sturdy boots, others were writing letters. As they worked they sang Hitler songs. One was repeated several times that night. I had heard it on numerous other occasions. It can be found on page 27 of the official Hitler Youth Song Book:

pg.150

The world belongs to leaders,
They alone command the world.
And we are marching, marching,
No one can stop our flag unfurled.
The old must perish,
The weak must decay,
We are young storm troopers, yeah.
Up, Up, march, march,
Our Swastika is our torch,
For the world belongs to leaders.

"Later there was much talk about the beauty of consecrating lives to Hitler, and about the challenge of future conquests. The boys all anticipated glorious adventures before they were much older. They would see not only Germany - but France, England, Poland, Russia; even Africa, Asia and America. They would go to these countries as Hitler's soldiers, or they would fly there.

"They already know how to glide; several had begun their instructions in flying. They know much about parachutes, dive bombing, and squad formation of planes.

"I asked the boys if they thought they could fly to America. They did not consider it impossible. Germany had the best planes in the world. They blamed America for helping to humiliate Germany in the World War.

"I had to probe a little. It was as if they did not wish to hurt my feelings too much by talking about 'Amerika'; as if they felt a little sorry for me and my country.

pg.151 "I asked them if their teachers told them that some day Germany and the United States would be enemies. They were quick in their answer. The United States was already an enemy of Germany.

pg.153 "They (Hitler Jugend) outlined a course of study for me. First on the program was Leibesuebung, physical education, which they had every day. Party history, military geography, and Nazi music alternated. Wissenschaft included zoology and botany, especially the study of food plants. In chemistry they learned about explosives and chemicals that were useful in anti-air raids. They also had mathematics and a foreign language. This had been changed several times. At first they had learned Italian, then English, then French, then English again. They thought they were learning English now because they might all have to go to England soon.

"One of the boys was especially interested in geography. He said during the present semester they were studying about the Grenzland, the borders of Germany, and the countries that were potential enemies of Nazi Germany. He was getting credit for the present march because it would take him to Germany's borders. The H.J. Border Office, at Schieffenufer 5, had arranged that for him before he left Berlin.

"Another boy preferred mathematics, especially geometry, which gave him information about trajectory angles and angles used in bombing cities.

"But school was not as important as their Hitler Youth activities - they all agreed on that.

"I inquired if any of them hoped to attend the special Hitler Leadership Schools. They did, of course. Their most ardent wish
p.154 was to enter the Akademie at Brunswick, which enrolled only the most promising Youth leaders of the Reich. But the boys did not know if they could fulfill the rigid entrance requirements.

"What these were I knew. Before a boy can enroll at Brunswick, he must have the following record:

1. Six months abroad.
2. Fourteen months of actual duty as leader of his own troop
3. One year as a student in a local leadership school (these schools were located in 150 German cities)
4. Eight weeks at the advanced leadership school at Potsdam.
5. Three weeks of factory work.
6. A final examination based on Party ideology, military information, and physical fitness.

p.155 "But I had succeeded in gathering some figures that even the boys did not have. I surprised them with the same notes I am using now:

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The H.J. marines had an annual enrollment of 78,000.

The H.J. flyers had enough gliders and planes and teachers provided by the N S Flying Corps to teach 135,000 boys to fly each year.

The motorized units of the H.J. enrolled 295,000 boys each year. The Party provided them with 5,000 motorcycles annually, and with 1,300 repair shops.

p. 156 During an average twelve months the H.J. conducted 3,540 official outdoor camps, attended by 565,000 boys.

In one year 6,000 German boys participated in sports events organized by the Hitler Youth Office.

The Party supplied the H J with 10,000 revolvers a year, and with all the rifles they needed for rifle matches in which 30,000 of the Hitler Youth's best shots participated; the H.J. had its own firearms school at Obermatzfeld, Thuringia, with Dr. Stellrecht as director.

The Hitler Youth Foreign Office annually sent 6,000 boys to foreign countries, and brought 250,000 foreign boys to Germany to let them realize how well organized Germany was. These boys came from Italy, Japan, Yugoslavia, France, Belgium, Hungary, Sweden, Finland, Portugal, Egypt, Holland, England, Poland Syria.

Hitler Youth organizations existed in fifty-two foreign countries, including the United States.

p.158 "Here are some of the units Rust wishes emphasized in the class for the Hitler Youth of fifteen:

"Rise of German industry through the efforts of Krupp, Borsig, Siemens, Halske; strong contract offered by Jewish concerns working with borrowed capital; growth of the proletariat; failure of the pre-Hitler regime to cope with the problems; liberalism destroys the German [illegible] man; the German worker under Jewish influence; influence of Marx; class hatred; Bismarck's attempt to kill Marxism; curse of the parliamentary system; division of the world by capitalistic nations; lack of living space for the [illegible] formation of Jewish concerns in Germany; influence of the Jews on [illegible] the theater, the book business; bravery of the German soldier during the First World War; refutation of the war-guilt theory; the Treaty of Versailles and its evils; its effect on Germany; arrival of more Jews; arrival of Hitler and his program; destruction of the Treaty of Versailles; Germany's freedom; Hitler working toward world peace.

p.161 "The Party has established special Kolonial Schulen where H J boys are minutely instructed in what they must know to become successful colonizers in Africa. One school near Halle was built like a white man's hut in Africa. The boys were informed about tropic garb, tropic medicine and diseases, the African languages, topography, and climate. It was in this school that I learned that the United States was the worst colonizer in the world; it could not even govern the Philippine Islands properly."

"In each of these classes the boys were in full Hitler Youth uniforms. There was no dawdling, no horseplay, and no problem of discipline. Everybody seemed tense and eager, as if working against time. The instructors reminded their classes that they were doing work for the Fuehrer and the Fatherland; their contributions were essential to make Germany the self-sufficient ruler of the world.

"At Hamburg I saw an example of Rassenkunde (racial hygiene) teaching. It was in an old three-room brick building dating back to Bismarck days. Most teachers in Germany do not use textbooks. But this middle-aged teacher, with a big Hitler button in his lapel, used one.

p.162 "In serious tones he warned his boys against sexual relations with girls who were not of pure aryan descent. To have intercourse with healthy Aryan girls was sanctioned by the Party. But everything else was a waste of Germanic energy.

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"He condemned the racial sins of various countries. France had weakened her nation by mingling with black colonial troops; Russia had been contaminated with the yellow race; Czechoslovakia had committed adultery with Zigeuner-gipsies; England with the Jews.

"He held up his illustrated teaching material, and launched into a discussion of America's racial sins. His tool was a paper-covered pamphlet of 64 pages, called 'The Jews in the U.S.A.' (1) I bought it in Hamburg that same day and have it now.

"The volume is a collection of 'more than 100' candid camera snapshots of prominent Americans. The cover shows Major LaGuardia stuffing a sausage into his mouth, apparently at some picnic. The same picture from a different angle appears on page 3. The text under it reads: 'The Major of New York is worried about his bodily welfare. He is right. Why not eat what the unemployed of New York can't afford to buy anyway?'

pg.164 But that class work does not claim all the attention of the H.J., I realized, especially when I watched some of their Gelaendesport
pg.165 (military maneuvers) on the level plains around Magdeburg. They were on a larger scale than the games of the Jungvolk, usually lasting about ten days, during which the boys were excused from all school work. The leaders were older Storm Troopers who knew all the tricks of military games. The boys carried rifles and a special type of hand grenade that made a martial noise without actually spreading death.

"The last group I accompanied separated soon after they reached Magdeburg. The two opposing forces did not meet again for almost a week.

"During the days that followed, the boys became so tense that they resembled soldiers in front-line trenches. Often they went prowling around the countryside all night in an effort to discover the location of the opposing force and to take prisoners.

"I remember in particular one of the prisoners who was brought into headquarters, temporarily set up in a small village. His hands were ties behind him so firmly that the wrists were swollen. He was gagged with strips of adhesive tape. His eyes were pasted shut. He was kicked along and called foul names.

"I ventured to suggest that perhaps the boy was suffering. The leader who considered me an intruder anyway, asked with an oath if I thought this was an old ladies' 'Kaffee Klatsch.' This was a war game. His boys might as well get accustomed to seeing other human beings suffer. They would see plenty of that in the coming struggles which Germany would soon wage. Some day, he hoped, he could get his hands
pg.166 on a real prisoner, a Frenchman, an Englishman, or a Russian.

"'I don't expect the other side to grant my boys mercy when they get captured,' he said. 'The idea is not to get caught.'

"Both sides carried the official H.J. maps, printed by the H J map office, the Reichskartenwerk. They were in four colors, giving a plastic impression, and revealed every elevation, creek, and clump of trees. I was told by the leaders that they could get special marching maps of almost every country in the world.

"The game in this particular instance lasted six days. By that time one side was completely captured.

(1) Die Juden in USA, Zentralverlag der NSDAP, Berlin.

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"I called the local H J office, and was told to be at the Heidelberg Castle grounds by 11:30 that night. Near midnight I walked a short distance under the budding trees and entered the Schlossgarten, after proper identification. The garden was filled with boys, aged fourteen,
p.167 I crossed a moat and passed through a massive medieval gate into the interior court. High walls, decorated with the remains of Renaissance carvings, were thrown into relief by hundreds of torches in the hands of the boys ready for the initiation ceremony.

"I pressed into a recessed doorway and waited. Soon I heard a trumpet from one of the towers. Quickly the three hundred candidates, chosen leaders from the ranks of Jungvolk, formed squads. A trumpet played the first notes of the Deutschland Lied. The boys sang it with precision, and followed with the Horst Wessel song. The torches in their left hands dripped hot embers on bare flesh, but, as far as I could see, nobody flinched.

"Another fanfare burst into the night. Four men in uniform ascended a platform over to the left. The first gave a short speech of welcome, reminding the boys of the sacredness of the occasion. His successor informed the boys that the horizon was dark; there were clouds of danger over Germany, but the Fuehrer and his boys were ready for action.

"The main speaker was very emphatic and loud. He told his listeners that they might soon be called upon to defend the Fatherland.

"'You may all have to die for Hitler before you are twenty,' he shouted. 'But is that not a wonderful privilege? What greater and more glorious mission can a German boy have than to die for the savoir of Germany? And now raise your right hands and repeat after me the oath that will indeed make you Hitler's soldiers, ready to lay down your lives for him.'

pg.169 "(The Nazi mother dedicates her son to Hitler before he is born. When the child is six years old, he takes the first oath to give up his life for the Fuehrer; he repeats it when he is ten, and again when he is fourteen.

"A similar oath is expected of him when he begins his compulsory labor year. His education for death is nearly completed as he finally enters the army, the profession that not only prepares him to die, but to kill, with the following words:

"'I swear by God this holy oath, that I will unconditionally obey the Fuehrer of the German Reich and the German people. Adolf Hitler, Commander in Chief of the Army; as a brave soldier I will forever defend this oath at the cost of my own life.' (1)

"During his labor year, and after he has joined the army, the young Nazi may get temporary permission to attend a university, a Technische Hochschule (Engineering College), or a Kaiser Wilhelm Institute of Science. The policies, methods, and administration of these institutions are controlled by the Party through its Minister of Education.
pg.170 The activities of the students are supervised and guided by the NSDStB, the National Socialistic German Student Bund.

"This league is perfectly organized. Its general headquarters are in Berlin, Friedrich-Wilhelmstrasse 22. There are branch offices at every college and university in the Reich. The Bund has a vast corps of officers; its spies gather information about instructers and students in every class.

pg.171 "Nazi universities are completely under the dominance of the Party. To give students and faculty more time for Party activities, the NSDStB has decidedly shortened the length of the semesters.

(1) Quoted from the Soldier in the New Reich, published by Otto Elsner, Berlin, S-42, p.26

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"Students attending the winter semester need not complete their registration until 15 November and may leave school 15 February. Summer semester students must enroll by 15 April and may leave by 15 June. There are thus less than twenty weeks of actual class instruction in the school year. If any member of the faculty has special Party duties, he may still further curtail this period by suspending his classes for a whole week at a time.

"Before the Party dominated the institutions of higher learning, there were more than thirty weeks of school in the average German university.

"Soon after 1933 the Politische Hochschule, with headquarters in the Schinkel Haus, south of Unter den Linden, became the most important college at the University of Berlin. Second in importance is the College of Physical Education, main office at Luisenstrasse 56. Most university students enroll for at least one course in each of these. Professors can be called upon at any time to devote time to courses at the College of Political Science. The School for Physical Education has its own special staff.

pg.172 "A glance at a recent University of Berlin catalogue reveals where the emphasis in learning has been placed by the Nazi regime. The physical Education department, of course, devotes all its 150 courses to physical culture.

"Courses 1-76 at the University are called Science of Religion. According to Dr. Leonhard Rost, of the theological staff, whom I met frequently during my four years as post-graduate student at the University of Berlin, twenty-three of these courses prove the evil influence of the Hebrews on religion; eight are devoted to church architecture and have nothing to do with religion as such; nine, labelled 'Philosophy of Religion' prove that the faith of a nation in its leader is the best possible religion; eleven discuss the history of religion, a 'lamentable history indeed.' Rost did not know what was going on in the others, but assured me that no old-fangled theology was being taught anywhere in Nazi Germany.

pg.175 "On the right shore of the Neckar River, across from Heidelberg University, is the Heiligenberg, the Holy Hill. Its summit is crowned with the ruins of ancient St. Stephen's monastery, and the basilica of St. Michael. During pre-Hitler centuries, pondering students reached the top by the Philosophen Weg (Philosophers' Path). This is now used by Nazis to reach a Nazi shrine. The Party revealed its penchant for appropriating the tops of historic hills by building near the ruins the National Feirstaette (Festive Place) for Nazi outdoor [illegible] dramatic productions and national plays. Heidelberg students, no longer interested in arguing quietly about the eternal verities, are permitted to use this magnificent theater for their Party activities.

"One spring evening I sat among a thousand students and Party members, who only partly filled the gigantic bowl. Across the river I saw the lights of Heidelberg twinkle in the dark. Powerful spotlights made the huge stage stand out against the backdrop of beech and oak trees.

"The Party was sponsoring a ceremony to honor Heidelberg students who had been especially active in the Nazi Student Bund. Several hundred of them were sitting on the stage in full uniform."

"The chief speaker for the evening was the Reichsjugendfuehrer Baldur von Schirach. In a rather high voice, the pudgy youth leader praised the students for devoting so much of their time to the affairs of the Party.

pg.176 "He declared that the most important phase of German university life in the Third Reich was the program of the NSDStB. He extolled various

activities of the Bund. He reminded the boys of the service they had rendered during the Jewish purge. Dramatically he pointed across the river to the old university town of Heidelberg, where several burnt-out synagogues were mute witnesses of the efficiency of Heildelberg Students. These skeleton buildings would remain there for centuries, as inspiration for future students; as warning to enemies of the State.

"Even as old Heidelberg Castle was evidence that old Germany had been too weak to resist the invading Frenchmen who destroyed it, so the black remains of the synagogues would be a perpetual monument reminding the coming generations of the strength of New Germany.

"He reminded the students that there were still countries who squandered their time and energy with books and wasteful discussions about abstract topics of philosophy and metaphysics. Those days were over. New Germany was a land of action. The other countries were sound asleep.

"But he was in favor of letting them sleep. The more soundly they slumbered, the better opportunity for the men of the Third Reich to prepare for more action. The day would come when students of Heidelberg would take their places side by side with legions of other students to conquer the world for the ideology of Nazism.

"The honor students marched past him and received a medal or a certificate of promotion. Everybody roared the Horst Wessel Lied.

181 "One of the most popular lecturers in the entire Politische Hochschule was Dr. Karl Boemer (Dr. rer. pol. et Dr. phil., Dozent at the
p.182 College of Political Science. Head of the Press Office of the Department of Foreign Politics of the NSDAP, office hours at Party Headquarters, Lennestrasse 8).

"Week after week he analysed the weaknesses and malignant intentions of the press in various countries. I recall a typical lecture, directed against the American press.

"According to Boemer, the American press is the most foul, the most crooked, the most Jew-drenched press in the whole world. It is published by criminals, written by liars, and read by morons. Its methods are cheaply sensational, and its policies are dictated by crooked advertisers; its make-up is puerile.

"In purple language Boemer ridiculed the system of headlines as used by the American press, belittled the format of newspapers, and scorned the wealth of advertising material. He prophesied that sooner or later the American press would precipitate America into another war with Germany - a war which Germany would win.

"As a contrast he designated the Nazi press and propaganda machine as the best-managed and the most centralized in the world. He informed his students that the American press is the clearest evidence that a democracy with its alleged freedom is not fit to exist on the same globe with an ideology like that of Hitler."

I have personally read the foregoing statements and find them true and correct.

/S/ GREGOR ZIEMER

Gregor Ziemer

Subscribed and sworn to before me this 4 day of October 1945.

/s/ S. BARRY SCHENK
S. BARRY SCHENK, Notary Public
N.Y. Co. Clk's No.196, Reg No. 954-S-6
Commission expires March 30, 1946.

H1102-0159

TRANSLATION OF EXCE 2442
OFFICE OF U.S.CHIEF OF COUNSEL

Guide
of racial science and the science of heredity ,
of fostering congenitally sound progeny of
Family Science.

For the medium level

by

Prof.Dr. med.et phil.O.STECHE

Leitfaden der
Rassenkunde und Vererbungslehre, der Erbgesundheitspflege und Familienkunde

Für die Mittelstufe

1937

Publishing house of Quelle and Meyer in Leipzig
Verlag von Quelle und Meyer in Leipzig

(Pages 38 - 40)

The fight against degeneration:

It is a great fortune, that the leadership of our people has not only recognized the danger of the situation, but also has made a strict decision to combat it. He who wants to live as a member of our community, is not only obliged to put all his afforts at the service of this community, but also must make sacrifices. He must tolerate enoroachments on his personal rights, if the need of the community demands it. It is one of the first duties of the community, to see to it, that the increase of those, interior by heredity, is stopped. At our stage of culture, we cannot think of it of course, to expect them from our community, but we can easily see to it, that they are not propagated and give their interior heritage to new generations. To prevent this, the law exists for the prevention of hereditarily unsound progeny. This gives the right to the national community, to exclude those men and women, from propagation, with whom it can be expected with certainty thorough knowledge of the heredity laws, that their offspring will to a great extent by physically, mentally and spiritually interior.

of (Table on Page 39)

The daily cost of a			The daily earnings of a		
Deaf mute	=	6.00 M	Laborer	=	2.50 M
Cripple	=	6.00 M	Employee	=	3.50 M
Reform School inmate	=	4.85 M	Civil Servant	=	4.00 M
Mentally Sick	=	4.50 M			
Criminals	=	3.50 M			

Fig. 27, Costs of welfare in comparison to average earnings

Only comparatively simple medical intervention is necessary for that, which will not effect the well being and ability to live of the person at all. The law enumerates a whole series of hereditary diseases, in case of which the prevention of procreation can be carried out. Into this class belong in the first place serious physical disabilities such as hereditary blindness and deaf-muteness, but also a series of serious

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mental diseases, especially hereditary feeblemindness and idiocy. Of course, in every case, before such intervention is ordered by the state, all circumstances must be thoroughly examined by a court, appointed especially for the purpose.
These measures, of course, cannot show their results immediately, but in the course of many years, the health of the heritage of our people will improve, and the tremendous burden, which is placed to-day on the community by taking care of the inferior ones, will decrease more and more. Actually, to-day it is so, that the state spends more for the existence of these actually worthless compatriots, than the salary for the work of a healthy man, with which he must bring up a healthy family.(See Figure Nr.27)

(Page 47)

Racial hygiene:

When choosing a mate, for marriage, we also take the obligation, to keep in mind the racial composition of our national substance. The six basic races, which we have learned to know previously, are so mixed in our national community and their participation in the construction of our culture cannot easily be seperated, that we cannot easily put them against each other in strong contrast. We have previously seen that the Nordic race distinguishes itself by a special leadership talent and that it has certainly played an outstanding part in the development of our national substance. The result is that to-day, we have relatively many Nordic people among the leading strata of our people. If, therefore, an increase of these strata is helped along, the share of Nordic blood within, it will become a greater one. But it is very essential, that we avoid, as best as we can, the penetration of elements of alien races into our national body.

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2442 PS.

1.November 1945

I, WILLARD SKIDMORE, Lt (jg) USNR, 391590. hereby that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document Case PS.

WILLARD EVANS SKIDMORE
Lt (jg), USNR,
391590.

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OF DOCUMENT NO. 2442 PS.

1.November 1945

I, WILLARD SKILMORE, Lt (jg) USNR, 391590. hereby that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document 2442 PS

WILLARD EVANS SKILMORE
Lt (jg), USNR,
391590.

TRANSLATION OF EXCE
OFFICE OF U.S.CHIEF OF COUNSEL

Guide
of racial science and the science of heredity ,
of fostering congenitally sound progeny of
Family Science.

For the medium level

by

Prof.Dr. med.et phil.O.STEOHE

Leitfaden der
Rassenkunde und Vererbungslehre, der Erbgesundheitspflege und Familienkunde

Für die Mittelstufe

1937

Publishing house of Quelle and Meyer in Leipzig
Verlag von Quelle und Meyer in Leipzig

(Pages 38 - 40)

The fight against degeneration:

It is a great fortune, that the leadership of our people has not only recognized the danger of the situation, but also has made a strict decision to combat it. He who wants to live as a member of our community, is not only obliged to put all his afforts at the service of this community, but also must make sacrifices. He must tolerate enoroachments on his personal rights, if the need of the community demands it. It is one of the first duties of the community, to see to it, that the increase of those, interior by heredity, is stopped. At our stage of culture, we cannot think of it of course, to expect them from our community, but we can easily see to it, that they are not propagated and give their interior heritage to new generations. To prevent this, the law exists for the prevention of hereditarily unsound progeny. This gives the right to the national community, to exclude those men and women, from propagation, with whom it can be expected with certainty thorough knowledge of the heredity laws, that their offspring will to a great extent by physically, mentally and spiritually interior.

of (Table on Page 39)

The daily cost of a			The daily earnings of a		
Deaf mute	=	6.00 M	Laborer	=	2.50 M
Cripple	=	6.00 M	Employee	=	3.50 M
Reform School inmate	=	4.85 M	Civil Servant	=	4.00 M
Mentally Sick	=	4.50 M			
Criminals	=	3.50 M			

Fig. 27, Costs of welfare in comparison to average earnings

Only comparatively simple medical intervention is necessary for that, which will not effect the well being and ability to live of the person at all. The law enumerates a whole series of hereditary diseases, in case of which the prevention of procreation can be carried out. Into this class belong in the first place serious physical disabilities such as hereditary blindness and deaf-muteness, but also a series of serious

H1102-0164

H1102-0165

mental diseases, especially hereditary feeblemindness and idiocy. Of course, in every case, before such intervention is ordered by the state, all circumstances must be thoroughly examined by a court, appointed especially for the purpose.
These measures, of course, cannot show their results immediately, but in the course of many years, the health of the heritage of our people will improve, and the tremendous burden, which is placed to-day on the community by taking care of the inferior ones, will decrease more and more. Actually, to-day it is so, that the state spends more for the existence of these actually worthless compatriots, than the salary for the work of a healthy man, with which he must bring up a healthy family.(See Figure Nr.27)

(Page 47)

Racial hygiene:

When choosing a mate, for marriage, we also take the obligation, to keep in mind the racial composition of our national substance. The six basic races, which we have learned to know previously, are so mixed in our national community and their participation in the construction of our culture cannot easily be seperated, that we cannot easily put them against each other in strong contrast. We have previously seen that the Nordic race distinguishes itself by a special leadership talent and that it has certainly played an outstanding part in the development of our national substance. The result is that to-day, we have relatively many Nordic people among the leading strata of our people. If, therefore, an increase of these strata is helped along, the share of Nordic blood within, it will become a greater one. But it is very essential, that we avoid, as best as we can, the penetration of elements of alien races into our national body.

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2442-PS.

1.November 1945

I, WILLARD SKIDMORE, Lt (jg) USNR, 391590, hereby that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document 2442 PS.

WILLARD EVANS SKIDMORE
Lt (jg), USNR,
391590.

H1102-0166

"ERZIEHUNG IM GROSS-DEUTSCHEN REICH" by DR. RUDOLF BENZE

Page 24 - (a) Kindergartens and Children's Homes (Horte)

Kindergartens were originated by Friedrich Froelsel in 1840. They take care of the education, custody and health of the child of pre-school age in the daytime in cases where the family is not fully able to do so (e.g. where the mother is working). They are, at the same time, for many children the first introduction into a social group. Still smaller children are being taken care of in nursery schools. The children's homes (HORTE) have the same tasks for children of school age during their leisure time. The attendance of this today indispensable institution is voluntary. Special Kindergartens for the harvesting period have become of great importance within recent years. Their aim is to lighten the task of country women during the harvest. The party and the state are primarily responsible for these children's institutions. The National Socialist Public Welfare Organization (N.S.V.) takes care of approximately 15,000 of them. Only a small portion is today still administered by private persons or agencies. State and party, therefore, take also the responsibility for the proper eduction and training of the workers to be employed in these institutions.

Page 74 - (S) The University and University-like Institutions

(a) The University

. . . . National Socialism expects from its institutions of higher learning that they should also in the future, be devoted to serious research and pass on to the coming generation the traditions of science and its incorruptible methods. But beyond that the party demands that institutions of higher learning should become, more than in the past, places of indoctrination (Erfiehungstälten) for the coming generation. From the scientists it is demanded that their researches should be carried out in a strictly scientific manner and with a serious zest for truth, without preconceptions; but the tasks which the scientists set for themselves should be close to life, dignified and important to the nation; every scientist at work should always be conscious of his duties toward his people and the state. Thus the fields of study in which Nationalsocialism is especially interested such as heredity and racial studies, archeology and early history, biology, German sociology (Volkskunde) and geopolitics have also found a preferred place within the institutions of higher learning since 1933 . . . .

Page 128 - (I) State Teachers

(1) Women Teachers in Kindergartens and Children's Homes (Horten)

The education of the above was newly regulated by a decree of the Reich's minister of education, dated Sept. 15, 1942, in agreement with the head of the party chancellory. According to this decree, educators in Kindergartens and children's homes are to be known as "Kindergarten teachers" (Kindergärtuerin). Their job is described as follows: "The Kindergarten teacher is an educator. She is a motherly leader of children in children's institutions (Kindergartens and nursery homes) and children's homes or at home for the assistance of, or in place, a mother. Her work is service to the child and at the same time service to the family and the nation".

Training is carried out in special colleges for Kindergarten teachers and is concluded by an examination. The authority for opening such schools is vested in public bodies generally responsible for schools (territorial subdivisions of the Reich). Teaching must be done in the majority of cases by full time personnel. All teachers must be adequately trained, must have passed a state examination and be accepted by supervisory school authorities. The heads of these training schools

H1102-0167

must be approved by the Ministry of Reich Education.

The course takes two years. In cases where special experience can be proven this time may be shortened to 1-1/2 years. The acceptance into a school for kindergarten teachers requires the candidate to be past 16 years of age or reach this age not later than during the calendar year concurrent with her entrance into the institution. It further requires a fair general education (equivalent to graduation from the Hauptschule, however, without foreign languages) a well founded knowledge of household tasks (housework and needlecraft) (equivalent to graduation from a domestic school) good health, to originate from German blood, to be a German citizen, to be a member of either the Nazi Party or the Hitler Youth Organization for girls (BDM) or the party's womans organization (NC Frauenschaft) or the German Woman's Organization (Deutsche Frauenwerk).

The professional school prepares the prospective kindergarten teachers for their activities as educators. The subject group "National Political Education" penetrates the entire course in order to achieve proper indoctrination. The essential parts of the pedagogical studies are educational sociology and health education which should be represented by concretely referring to practical educational work. Vocational and liberal arts subjects complete the education. The training is completed by a state examination for Kindergarten Teachers. No one who did not attend the school shall be admitted to it. The examination consists of written and oral parts (theoretical and practical) and a test in handcraft skill. After successful conclusions the right to carry the professional title of Kindergarten Teacher and to practice the profession is acquired. The certificate carries also the following privileges: (a) To enter a special school which prepares one to become a supervisor for kindergarten teachers (Tugendleiter). (b) To enter a school for the training of social welfare workers after all other conditions have been met. (c) To enter a seminary for the training of handcraft teachers according to the prevailing conditions.

The kindergarten teacher can become a supervisor provided she shows special capabilities and energy and possesses a high degree of educational and administrative skill. After a minimum of three years' experience as a kindergarten teacher a one year course for training of supervisors of kindergarten teachers may be taken. The certificate after successful conclusion of this course entitles the holder to be in charge of large kindergartens, nursery schools, and children's homes.

The following is the curriculum for the training of kindergarten teachers:

	Subjects	No. weekly hours 1st and 2nd year
I	National Political Education Geography of the Reich Local Geography and Folklore German language	5
II	Educational Sociology Theory of Education with Psychology Professional Indoctrination Social Welfare Study of Juvenile Literature Play and Work of Children Nature Studies	12
III	Health and Physical Education Physical Education, Gymnastics, Folk Dancing, Games Physical Exercises with Children Health Education, Body and Child Care	8
IV	Handicraft and leisure time activities Domestic Work (House work and Needlecraft) Handicraft	9
V	Practical Work Kindergarten, Nursery School, Children's Home	
		34

NB The students are compelled while attending training schools for kindergarten teachers to serve the the Branch of the party organization to which they belong and especially to take part in the political training programs.

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2443-PS 17 November 1945

I, Wolfgang E. Thorman, M/Sgt. 33779726, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of the indicated excerpt from Document No. 2443-PS.

Wolfgang E. Thorman
M/Sgt. 33779726

H1102-0168

TRANSLATION OF EXCERPTS FROM DOC. 2444-PS - OFFICE OF U S CHIEF OF COUNSEL

GERMAN READING BOOK
FOR ELEMENTARY SCHOOLS

2nd Volume

DEUTSCHES LESEBUCH
FÜR VOLKSCHULEN

Zweiter Band

Publishing House of Friedrich Korn's
Book Shop · Nürnberg

Verlag der Friedrich Korn'schen
Buchhandlung . Nürnberg

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(Page 253 -- 254)

From Hitler's Youth

On the border between Bavaria and Austria (Ostmark) lies the small town of Braunau, in which Adolf Hitler was born on 20 April 1889. Braunau belonged to Austria; Hitler's father was an Austrian customs official. There was a lot to see for the little boy at the border. However, he could not understand one thing; the same men lived on either side, they spoke the same language and they had the same appearance, however, on the other side of the River Inn another emperor ruled; here the eagle had two heads on the shield and over there only one. That was really strange.

The boy learned well in school. But he rather played around with the other boys in the meadows and forests. They liked to obey him, and he frequently was the gangleader in their games.

During history classes, his eyes shone with enthusiasm during the teaching periods. That was something for him, to hear about war and heroes. After he had been at home a long time, he still thought about everything he learned in school. Even today he remembers the history teacher with pleasure. He wanted to know more and more of Germany's past. He could not find out enough, and soon he was not satisfied anymore with what he heard in school. He searched for books and read them.

Then one day he found in his home a volume with the heading "The German-French War". He read it through and was glad, that he was a boy and could also become a soldier one day. When reading and looking at the pictures, he though a great deal and could not figure it out:

"Father, on these pictures there aren't any Austrian uniforms; how come?"

"We did not fight then."

"Why not?"

"We do not belong to Germany, but to Austria."

"But we are also Germans."

H1102-0169

H1102-0170

"Certainly -- but not Reich Germans."

From now on this word would not leave him alone.

"I rather would belong to the German Reich," he answered his father then. The longing awoke in his young heart for one big Reich, which includes all Germans.

Author unknown.

* * * * * * *

(Heading on Page 254)

The Führer Comes

* * * * * * *

(Page 272)

The Führer Speaks to German Youth

We want to be one people
and you, my youth
are to be this people!

We want,
that this people is faithful
and you must learn this faith!

We want,
that this people will once be obedient,
and you must exercise obedience!

Everything that we demand for Germany in the future,
that, boys and girls,
we demand from you!

You must learn to be hard,
to withstand privations,
without ever breaking down!

We want,
that this people once will love honor again,
and you must dedicate yourself in early years
to this concept of honor.

You must exercise this,
and you must give this to the future!
For: whatever we create, and what we do
we will pass away.

But Germany will continue to live within you
and when there is nothing left of us,
then you must hold the flag in your hands
which we once pulled out from nothing.

Before us lies Germany,
within us marches Germany,
and behind us comes Germany!

Adolf Hitler

* * * * * * * *

(Page 273)

For you, my boys, you are the living guarantee of Germany, you are the living Germany of the Future.

Adolf Hitler.

- - - - - - - - - - - - - - -
CERTIFICATE OF TRANSLATION
OF EXCERPTS OF DOC 2444-PS
- - - - - - - - - - - - - - -

11 November 1945.

I, WILLARD E. SKIDMORE, Lt. (jg) USNR, 391-590, hereby certify that I am thoroughly conversant with the English and German languages, and that the above is a correct and true translation of excerpts from Doc. 2444-PS.

WILLARD E. SKIDMORE,
Lt. (jg), USNR,
391-590

TRANSLATION OF EXCERPTS OF DOCUMENT NO. 2445*
OFFICE OF US CHIEF OF COUNSEL

GERMAN READING BOOK
FOR ELEMENTARY SCHOOLS

DEUTSCHES LESEBUCH
FUR VOLKSSCHULEN

FOURTH VOLUME

Publishing house of the bookstore FRIEDRICH KORN, NURNBERG

Verlag der Friedrich Korn'schen Buchhandlung, Nuernberg

(Page 280)

From the Führer's speech of 21 March 1933.

*(Page 281)

The Lies about Germany's warguilt

For neither the emperor nor the cabinet nor the people wanted this war. Only the deterioration of the nation, the general collapse forced a soft generation, against its own better knowledge and against the holiest inner conviction to accept the assertion of our warguilt.

However, the deterioration of everything followed this collapse. While thus the German people and the German Reich sank low by inner political quarrel and dissension, economy was driven to misery, then the rallying of German men began, who, in faithful confidence in their own people, want to form it into a new community. My Generalfeldmarshall, you have entrusted the leadership of the Reich to this young Germany by your generous decision of 30 Jan 1933.

x x x x x x x x x x

(Pages 295, 296)

HITLER

Many thousand of you stand behind me
And you are I, and I am you.

Not a single thought which I have had
has not also made itself felt in your hearts.

And when I speak, I know of not one word
which does not agree with what you want.

For I am you, and you are I
And all of us believe in you, Germany

Baldur von Schirach

x x x x x x x x x x x

H1102-0172

(Page 295, 296 cont'd)

Against the seperation of Austria from Germany

I. It is well said: Austria has been picked by fate, to be powerful toward the East, to bring enlightment and morals to the East. But how can German Austria exercise power, if she herself is overpowered? How can she illuminate and enlighten if she is covered and blacked out? May it always be Austria's job to be the light for the East, but she has a nearer, more important job to be an artery in the heart of Germany! Austria was with us in the German Confederation (Deutschen Bund). The pressure of Austrian diplomacy has rested on us as on Austria herself on the strings of freedom in the individual German States. However we would not have given Austria if we had known, how much we owed her. But shall Austria be pulled away from us now? Now when she, young as an eagle has just approached us with fresh wounds of the March and May battles (1848) to conclude the new alliance of freedom. One says, the old walls are indestructable because the lime has been slaked with blood with the mortar for the reconstruction of German freedom, Austria must be with us and stay with us.

LUDWIG UHLAND

- - - - - - - - - - - - - - - - - -

CERTIFICATE OF TRANSLATION(Excerpts)
OF DOCUMENT NO. 2445-PS

12 November 1945

I, WILLARD EVANS SKIDMORE, Lt. (jg) USNR, 391590, hereby certify that I am thoroughly conversant with the German and English languages; and that the above is a true and correct translation of excerpts of Document No. 2445-PS.

WILLARD EVANS SKIDMORE
Lt. (jg) USNR
391590

H1102-0173

TRANSLATION OF EXCERPTS OF DOCUMENT 3446-PS
OFFICE OF U.S. CHIEF OF COUNSEL

(page 3) Contents

Adolf Hitler
Hindenburg
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Herman Balk
Emperor Fredric Barbarossa
Henry the Lion
Emperor Otto I
King Henry I
Emperor Charles
Widukind, Duke of Saxony
Armin the Liberator

(page 11)
Taking over of Austria

"Finally, the Fuehrer thought he could dare to go ahead. He asked the Austrian Chancellor to visit him on the Obersalzberg. There he spoke very seriously to him. He said that things could not go on this way any longer and that the persecution of Germans in Austria had to stop. And the chancellor seemed to pay attention to Adolf Hitler. He promised that he would release all National-Socialists from imprisonment; he even was going to appoint a National-Socialist as a Minister next to himself, and he wanted to live in close friendship with the Reich from then on. At first, he did what he had promised. He appointed the National-Socialist Seyss-Inquart as minister. But soon it became apparent that this was only deception. He broke his word; he wrote secretly to France and England, asking for their help against Adolf Hitler. Terrific resentment grew in Austria. Hundreds of thousands of people marched angrily and indignantly in the streets. It was then that Seyss-Inquart asked the Fuehrer to send German troops into Austria to restore order..." The Fuehrer gave the order to march in. Everywhere on the Austrian border in the dawn of 12 March 1938 were the long columns of German Infantry, cavalry, artillerymen with their pieces, the tanks. All rifles were ready to be fired; after all, one did not know how things looked on the other side of the border.

H1102-0174

TRANSLATION OF EXCERPTS OF DOCUMENT 2446-PS
Continued

The treacherous ministers in Vienna always had the newspapers write: Most of the inhabitants of Austria don't want to come to the Reich at all.

CERTIFICATE OF TRANSLATION OF
EXCERPTS OF DOCUMENT 2446-PS

I, Lt. (j.g.) Willard Evans Skidmore, USNR, 391590, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a correct and true translation of Document No. 2446-PS.

Willard Evans Skidmore
Lt.(j.g.), USNR
391590

H1102-0175

H1102-0176

PARTIAL TRANSLATION OF DOCUMENT 2451-PS
OFFICE OF U S CHIEF OF COUNSEL

Decree of the Reichminister of Education
Candidates for Teacher's Positions to Prove
Themselves in the Hitler Youth.

Volkischer Beabachter - 22 October 1935

Berlin Edition (Berliner Ausgabe)

P. 2, Col. 2:

Admission of Candidates for Teachers to Prussian Universities.

Excerpt of article:

"Candidates belonging to branches of the National Socialist movement shall be given first consideration.

"The new generation of the German teaching profession shall primarily be supplied by students who have proven themselves during their school years in the Hitler Youth or in the German Girls' League. (Hitler Jugend oder Bund Deutscher Maedel).

Article unsigned, dated Berlin, Oct. 21.

- - - - - - - - - - -

17 November 1945

CERTIFICATE OF TRANSLATION
OF DOCUMENT 2451-PS

I, C. Virginia von Schon, X-046318, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of the indicated excerpt from Document No. 2451-PS.

C. Virginia von Schon
X-046318

H1102-0177

EXERPTS OF TRANSLATIONS
FROM DOCUMENT NO. 1452-PS
OFFICE, U.S. CHIEF OF COUNSEL

"The Organization of the NSDAP"
(Organisationsbuch der NSDAP)

Published by:

The "Reichsorganisationsleiter" of the NSDAP.
Zentralverlag der NSDAP, Franz Eher NACHF,
München, 1943

p. 252/253:

NS Teachers Assn
(NS Lehrerbund)

1. Membership

The NS Teachers Assn. Inc. (NSLB) is the all-comprising community of educators to which all German educators belong as individual members. The type of school is immaterial.

2. Duties.

The NS Teachers Assn. is responsible for the execution of the ideological and political coordination (politisch-weltan-schauliche Ausrichtung) of all teachers in accordance with the National Socialist doctrine. The political commissars of the NSDAP (politische Leiter der NSDAP) appointed by the Party to the NS Teachers Assn. will be controlled directly by the local educational bureau (Schulungsamt) of the NSDAP as for their ideological and political integrity. The ideological and political coordination within the NS Teachers Assn. comprises all curators (Walter) and members of the Teachers Assn. under appreciation of their special educational influence upon the life of the community and is therefore not restricted to the curators within the NS Teachers Assn. It lies within the sphere of the educational bureau of the NSDAP (Schulungsamt der NSDAP) only: this bureau will appoint the instructors of the NSDAP (Schulungsreferenten) needed and will work for the training (Schulung) within the NSLB, in agreement with the Chiefs of the Central Office (Leiter der Hauptstelle), until now chiefs of the departments (bisher Abteilungsleiter).

p. 260:

National Socialist German Assn. of University Lecturers.
(NSD Dozentenbund)

Tasks and Competency:

The NS German Assn. of University Lecturers has the duty:
a) to take an active part in the selection of the teachers-staff for the universities;

b) to instruct the whole teachers-staff at the universities in the National Socialist ideology, cooperating in this with the leader of the Reichs-Organization (Reichsorganisationsleiter), Educational Bureau, Main Office (Hauptschulungsamt):

c) to work for the harmony (Ein Einklang zu bringen) of the entire university system with the efforts of the Party.

The NS German Assn. of University Lecturers, together with the NS German Students Assn. is the official Party representative at the universities. The competent Bureau in the CentralParty Office (Dienststelle in der Reichsleitung) is on an equal basis with the Main Office (Hauptamt) in the NSDAP. Both organizations are independant with the realm of their jurisdiction but have to cooperate closely, in questions of policy regarding

H1102-0178

the universities, questions that do not merely refer to student-matters, the seniority in leadership belongs to the NS German Assn. of University Lecturers.

Membership

The NS German Assn. of University Lecturers comprises all Party members at the universities in so far as the Party members are university teachers (full professors, associate professors, assistant professors, etc., instructors and university assistants) irrespective of their membership in the NS Teachers Assn. Non-Party members can become members of the NS German Assn. of University Lecturers.

The members of the NS German Assn. of University Lecturers belong as teachers also to the NS Teachers Assn. As University teachers, they form the department "University" (Fachschaft Hochschulen) within the NS Teachers Assn. The Reich Department Chief (Reichsamtsleiter) of the NS German Assn. of University Lecturers is at the same time department chief (Fachschaftsleiter) of the department "University" (Fachschaft Hochschulen) in the NS Teachers Assn.

p. 267:

Childrens Groups

The Childrens Groups of the NS Women's organizations (Frauenschaft) and of the German Women's Workgroups (Frauenwerks) comprise all German boys and girls between the ages from six to ten years.

The enrollment of the children takes place according to registration. The children receive membership cards.

The childrens groups represent the first National Socialist community in which Youth learns to know comradeship and subordination. This way, before the child is able to absorb the meaning of the term "Community" (Volksgemeinschaft) he (she) will experinece its meaning through own little acts. Before he (she) knows of the common fate of all Germans, he (she) will learn here to subordinate him (her) self voluntarily in a small group (kleine Kameradschaft). No political ideas shall be taught the children--it is more important that values of character and emotional impulses on which alone German National Socialism can build, be awakened in them. Just like neglect of the body during the first ten years can rarely be remedied fully, it is also a hard task to correct mistakes in education within this age group. Thus the childrens group will help the child, aside from school and home, to find his (her) way into the community for which he (she) was born and to which he (she) will one day have to lend all his (her) strength.

The Fuehrer with his words "Not soon enough can Youth be educated to feel themselves as Germans" has shown the way for the education of children in the National Socialist Reich.

The children shall wear uniform play suits, according to their district (Gau).

Children who have completed their tenth year will be transferred--at a ceremony--to the Boys Group (Jungvolk) or to the Girls Group (Jungmaedel). The children will meet on one afternoon per week at a Home-gathering. (Heimnachmittag).

The leader of the childrens group in the district (Kindergruppenleiterin im Gau), Kreis and Ortsgruppe holds the position of a Hauptstellenleiterin.

H1102-0179

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2452-PS

14 November 1945

I, GOETZ MAYER, T/5, 33812169, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 2452-PS.

GOETZ MAYER
T/5, 33812169

PARTIAL TRANSLATION OF DOCUMENT NO. 2453-PS
OFFICE OF U.S. CHIEF OF COUNSEL

EDUCATION AND INSTRUCTION IN THE UPPER SCHOOLS
(ERZIEHUNG UND UNTERRICHT IN DER HÖHEREN SCHULE)

Official Edition of the Reich and Prussian Ministry for Science, Instruction and People's Education. Published by Weidemannsche Verlagsbuchnandlung, Berlin 1938.

Introductory Decree
New Order for the System of Higher Education.

(pp. 1-5, in full)

I.

Through a series of decrees issued since the year 1933, I have initiated and prepared the external and internal transformation of the system of higher education.

After having begun the simplification of the numerous types of schools on Easter 1937, and remodeled the upper schools through the decree of 20 March 1937, I now point out the goal and the scope of their total functions by the following regulations concerning "Education and Instruction in the Upper Schools."

I thus entrust the educators with a responsible obligation. It can only then be fulfilled, if the educators of the upper schools derive from the new regulations stimulation and a sense of duty for their service to German youth, and realize in the right spirit the aims of National Socialistic education.

I confidently expect initiative on the part of the German educator, that he will go about the work assigned to him in a willing manner, and that he will bring it to a successful conclusion.

II.

I emphasize the following in detail:

1) Because of important reasons of population politics, (bevölkerungspolitisch) I have decreased the term for the upper school from nine years to eight. This measure, however, must not result in a lowering of the educational standards of the upper school. Its cultural mission and its position within the system of education and culture require that, through corresponding demands made on the students and teachers, the qualitative standard of their work is being maintained. Therefore, the object of the entire work should be from the beginning that of maturity. Students who are inefficient or possess the obvious features of a weak will or character, are to be kept away from the upper schools.

2) The upper schools are, according to the nature of their assignment, fundamentally secondary schools (Vollschulen), which follow the fourth or sixth year of elementary school. In order to safeguard unrestricted admission of efficient rural youths into the upper schools, however, I permit non-secondary (nicht-vollansgebante) schools to operate and to be used as preparatory schools (Zubringeschulen). They begin with the first year (Klasse 1), include from two to five years, and are connected with a neighbouring secondary school. It is desirable that the five-year term preparatory schools for girls add a final sixth year (Home Economics).

H1102-0180

3) Co-ed schools are contrary to the spirit of national socialistic education. Therefore, separate schools have been established for boys and girls; of especially great service to the German wife and mother in meeting the requirements of family, profession and national community is the new home ecomonics high school type for girls.

Girls attending schools for boys must be regarded as exceptional cases; boys are not admitted to girls schools. In cases where girls attend boys' schools, then the requirements of female education must be given consideration. In general, the girls will be instructed along the lines of the girls' schools in such cases as well. Girls transferring to the sixth up to the eighth year in boys' schools must remain exceptions and in any case subject to approval by the Director of Education (Oberpräsident) or by the higher state authority for schools. Only in a very few exceptional cases are girls permitted to attend a Gymnasium too. Such cases need my personal approval; no special arrangements can be made for them in such cases.

4) To suit the inclinations of talents and aptitudes of male youth, I have divided the instructions in each class in the sixth, seventh, and eighth year of the high school for boys in such a manner that one part of the class receives more instructions in natural science and mathematics while the other more instructions in languages; the remainder of the instruction is the same for both grades in order to guarantee a uniform formation of the instructions in subjects of German character, in biology and in physical exercise.

In close relationship with this group-division are the study groups for languages, natural science and mathematics. Until the intermediate school system has been generally developed, full division will only be carried out in the seventh and eighth year, while during the sixth year, it will be in the form of the study groups only.

Fundamentally, study groups are obligatory. To guarantee a high standard of performances, it is in the discretion of the principal to exclude a student from the study groups because of exceptional circumstances.

Special guiding principles are contained in the schedules of study groups for natural science and mathematics, examplifying the novelty of these study groups in as much as they serve national socialistic objectives. In the study groups for foreign languages, preference is given to the Romance languages (French, Italian, Spanish). For these study groups, which are conducted with more mature students on the basis of an extensive course in Latin, little past experience is available till now and it seems therefore to be inadvisable to formulate a detailed program of instructions as a comprehensive objective. Therefore, I must expect, all the more, that the conductors and teachers of the courses in the upper schools pay special attention to these new assignments and establish by their own initiative guiding rules for the instruction of Romance languages. The school superintendents are to take this instruction especially to heart. Group division during the seventh and eighth year at the high schools for boys can only be disregarded in urgent and exceptional cases.

5) The following regulations are of importance for the Gymnasium: Greek starts in the third year and continues until the senior year with five weekly periods. The third foreign language is English, it begins in the fifth year. Aside from that, I want to give the students in the sixth to eighth years the opportunity to take an extra-curricular course in French of two weekly periods.

6) I do not find it necessary to publish new curricula for the teaching of religion. It is of import to the instructions that all subject matter, tending to jeopardize the uniformity of education, be eliminated.

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III.

Temporary Regulations

1) The new regulations determining the maximum number of members to be admitted to class (first and second year, 40; third to fifth year, 35; sixth to eighth year, 25) cannot always be carried out immediately in all places without causing some hardships to students and salaried school personnel. For the next three school years, therefore, deviations will be permitted; later, these guiding figures will be obligatory. For the transitory period prior to the development of the intermediate school system, the maximum number of admissions in the sixth year is 30.

2) The transition from the old curricula to the new regulations should be effected as quickly as possible. Every school has to set up immediately temporary curricula for the year 1938/39, so that there are no loopholes in the presentation of the subject matter, and the transition can be effected as fast as possible. In accordance with my decree E III a 750/37 of March 20, 1937 (Reich Min. Gazette for German Science, p. 155) for the transition to the new sequence of languages in the high-school, it is further to be noted that French, as primary foreign language, is to be followed by Latin as secondary, after which comes English; and that Latin is an obligatory subject for the sixth, seventh and eighth year, provided the first two foreign languages have already been begun, and are both living foreign languages.

3) The difficulties encountered during the transitory period by students who do not meet the requirements of the class and who must therefore enter another class where different foreign languages are taught, should be given special consideration. As far as it is feasible, such students who show inaptitude only in the field of foreign languages but whose performances are otherwise satisfactory, should be granted advancement to the next class and an additional annual trial period. For all other cases, special arrangements must be made by the school. Special courses in foreign languages should be established for the benefit of students who were not advanced. These courses can serve the purpose of continuing the foreign language previously taken up by the student, or of introducing him to the new one. The latter is generally preferable. In any case, the student is in return to be exempted from class instruction in the corresponding foreign language.

IV.

The decree for "Education and Instruction in the Upper Schools" is to take effect at the beginning of the school year 1938/39, and is binding for all German upper schools.

Berlin, January 29, 1938

The Reich and Prussian Minister for
Science, Education and Peoples' Culture

RUST

To the Directors of Education (Oberpräsidents) (Department for Higher Education) City Directors of Education (Stadtpräsidents) of the Reich capital Berlin (Department for Higher Education), the State Educational Administrations, and the Reich Commissioner for the Saar Territory.

E III a. 245/38 (a)

H1102-0182

H1102-0183

TRANSLATION OF DOCUMENT NO. 2453-PS
OFFICE OF U.S. CHIEF OF COUNSEL

P.9, lines 1-14

Fundamental Principles

The German school, is part of the National-Socialist educational order. It is its obligation to form the national socialistic personality in cooperation with the other educational powers of the nation, but by its distinctive educational means.

The demand made on the school to serve German national education, is not a new one. It has been often made in the past and it can also be found in the basic publication of the year 1925 for the reform of the system of higher education. But the conception of national education, as formulated therein differs widely, both in character and historical suppositions, from that of the national-socialistic conception of political education.

Pp. 11-12.

National Socialism, by maintaining the pre-eminence of life an action over all systems of education and breeding, expresses the law of evolution of every great civilization. Political action is the foundation of a new order. Before there can be any question of a new education, an order, which isinvested with convincing power must be created. The State of Adolf Hitler has become an educational State, because the Fuhrer, through the creation of his Reich, has molded the strength of his people into one single political will, one single penetrating ideology, thus making great and sensible education again possible.

All education that has a plan is based on a given order. The national-socialistic system of education is not, from its original a work of pedagogic planning, but one of political struggle and of the laws of that struggle. The S.A. and Hitler Youth were originall meant to be fighting units of the movement, guaranteeing the political victory of National-Socialism. But out of these fighting units, a new living order emerged very quickly, in which simultaneou

ly a new principle of education began to take effect. In the military-political communities of the SA and SS, the socialistic unity of the nation, demanded by the Fuehrer was created through the harsh selection of fighting. Long before the national-socialistic state could take over the public system of education, a solid system of education for youths had begun to make its appearance alongside with the schools and institutions of National education. In this new system, a new attitude was attained through the common struggle rather than through instructions, and the virtues of character, which the movement has inscribed on its banner were developed and tested. The political formations of adolescents (Jungmannschaff) had become the bearers of a new education before they were even charged by the National-Socialistic State with their special educational mission. The pre-eminence of politics over pedagogics, denied by the educational optimism of the time of the Weimar republic (systemzeit), could not be represented more strikingly. The victory of the National-Socialistic movement, bringing to power a new symbol and a new basic outlook of man, terminated with inner necessity the period of educational optimism, and found a new way of answering the question of the character of education.

The National Socialistic revolution of ideology has replace the deceiving picture of the educated personality with the figure of the real German, determined by blood and historical fate; and instead of the humanistic ideal of education, in existence until only recent times, it has built up an educational order originating from the community of the actual fight. Only out of the spirit of this political breeding can grow true education,, as the central task of the coming school, which makes the young German not less but more susceptible to enthusiasm and leads to efficiency. Every form of education taking its course outside of this national-Socialistic educational reality, remains abstract and foreign to the national character, because even if the national character of the substance of our education is determined, such form of education.

H1102-0184

H1102-0185

is not aimed at man with all his realities but is aimed at some purely rational being.

Pp 19.

.....The National Socialistic ideology is not a subject or a field of application for the instructions, but a principle. It makes it possible to drop the dividing lines between the various specialized fields of study, and to conduct in an unconstrained form correlated and concentrated instructions. It solves all difficulties pertaining to curriculum and program, which seemed insurmountable at the time of educational pluralism. For ideology gives instructions not so much new subject material, but a new right, a new educational procedure and a new principle for selecting the substance of education.

Pp. 76.

The following personalities are to be represented (in addition to those significant to the native district): Adolf Hitler, Hindenburg, Heroes of the National Socialistic Revolution and the World War (Pilots, Submarine Commanders, etc.) Bismarck, Andreas Hofer and Schill, Queen Louise, Bluecher, Nettelbeck, Frederick the Great, Maria Theresia, Frederick William I, Prince Eugene, The Great Elector, Sea Heroes of the Hansa, Knights of the Order, Frederick Red-beard, Henry the Lion, Otto I, Henry I, Emperor Charles Widukind, Arnim.

Pp. 102

Clarification of the terms Capitalism and Liberalism. Capitalism as economic dogma in contrast to the dogmas of the Middle Ages. The unrestrained lust for power of capital over labor, state and culture. The international attitude of speculative capitalism, the lacking sense of responsibility towards the nation's necessities of life. Dependence of productive industry and agriculture on the anonymous, irresponsible capital of banks and stock exchanges. Combinations of enterprises to form monopolies and cartels, restriction of the creative personality. Infiltration of capitalistic forms of economy and of thought into agriculture, waste of goods. Jewry and Jewish spirit in the capitalistic economy.

Political Catholicism attacking the Prussian and German State. Ecclesiastic demands for authority, especially in questions of marriage and education. The caracter of the confessional Party. Super-national connections of the Center party, its power of attraction for enemies of the Reich.

Pp. 104

The period from 1918 to 1932 as an attempt to completely realize the Western European ideals of 1789 in Germany. Political Catholicism as an ally of the marxistic and capitalistic International Establishment of Jewish world domination in Germany and in Bolshevistic Russia. Self-dissolution of parliamentarism because of inner necessity, threat of seizure of power by Bolshevism.

Deliverance by A. Hitler and his movement.

Pp. 109

Thus, geography is also destined primarily to educate the youth in the upper schools to become full Germans and full National-Socialists.

Pp. 118

The German Reich National State. The political organization of the Reich. Germany's geopolitical position, its advantages and dangers. Losses through the peace dictates: Mutilated Germany. The claim for colonies. The National, economic and political inadequateness of the given boundaries. Necessity for a strong defensive power on land, at sea and in the air, as well as air protection.

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2453-PS

20 November 1945

I, WALTER R. SELIGSON, 1st Lt, O-1558904, hereby certify that I am thoroughly conversant with the English and German languages, and that the above is a true and correct translation of Document No. 2453-PS.

WALTER R. SELIGSON
1st Lt.,
O-1558904.

H1102-0186

Völkischer Beobachter, (People's Observer), Berlin edition, 2 May 1937, p. 6, col. 4.. Quotation from Speech of Hitler.

"The youth of today is ever the people of tomorrow. For this reason we have set before ourselves the task of inoculating our youth with the spirit of this community of the people at a very early age, at an age when human beings are still unsophisticated and therefore unspoiled..... This Reich stands, and it is building itself up for the future, upon its youth. And this new Reich will give its youth to no one, but will itself take youth and give to youth its own education and its own upbringing."

* * * * *

Völkischer Beobachter, (People's Observer), 21 February 1938. Quotation from Speech of Hitler.

"The Naval Hitler Youth comprises 45,000 boys, the Motor Hitler Youth 60,000 boys. As part of the campaign for the encouragement of aviation 55,000 members of the Jungvolk were trained in gliding for group activities; 74,000 boys of the Hitler Youth are organized in its flying units; 15,000 boys passed their gliding test in the year 1937 alone.

"Today 1,200,000 boys of the Hitler Youth receive regular instructions in small-bore rifle shooting from 7,000 instructors."

Völkischer Beobachter, (People's Observer), 2 May 1938. Speech of Hitler to the German Youth., p. 2, col. 6.

"Since the victory of the Movement, under whose banner you stand, there has been completed within our people the unification of heart (innere Einigung) of the Germans. And as wages for this work of ours Providence has given us Greater Germany (Grossdeutschland). This unification is no gift of chance, it is the result of a systematic education of our people by the National Socialist Movement. . . . . And this education begins with the individual at an age when he is not already burdened with preconceived ideas. The youth is the stone which is to go to the building of our new Reich! You are Greater Germany! In you is being formed the community of the German people. Before the single leader there stands a Reich, before the single Reich stands a people and before the single people stands German youth! When I see you my faith in the future of Germany has no bounds, nothing can shake it. For I know that you will fulfill all that we hope of you. So I greet you today on this 1st of May in our new great Germany: for you are our spring. In you will and shall be completed that for which generations and centuries have striven: Germany!"

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2454-PS.

I, GERARD SCHAEFER, 2nd Lt. Inf., 0-1332102 15 November 1945

I, GERALD SCHAEFER, 2nd Lt. Inf., 0-1332102, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 2454-PS.

GERARD SCHAEFER
2nd Lt., Inf.
0-1332102

H1102-0187

H1102-0188

TRANSLATION OF DOCUMENT NO. 2455-PS
Office of U.S. Chief of Counsel.

Völkischer Beobachter
(People's observer)
(Berlin edition, 6 November 1933, p.5)

Hitler stated at Elbing, Germany:

"When an opponent declares, "I will not come over to your side, and you will not get me on your side", I calmly say, "Your child belongs to us already".(lively applause) A people lives forever. What are you? You will pass on. Your descendants however now stand in the new camp. In a short time they will know nothing else but this new community.

- -

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2455-PS

15 Nov. 1945.

I, GERARD SCHAEFER, 2nd Lt. O-1332102, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a correct and true translation of Document no. 2455-PS.

GERARD SCHAEFER
2nd Lt.
O-133 21 02

H1102-0189

PARTIAL TRANSLATION OF DOCUMENT 2456-PS
OFFICE OF U. S. CHIEF OF COUNSEL

Excerpts from "Handbuch des Gesamten Jugendrechnets", Gruppe G. (page 22).

Youth and the Church
Hitler Youth - Confessional Associations

Introduction:

The youth leader of the German Reich, in integration of all hitherto published regulations concerning joint membership in Hitler Youth and confessional youth associations, has issued a special ruling concerning Hitler Youth and confessional associations.

Hitler-Jugend and Catholic Youth:

Joint membership in the Hitler-Jugend (German Youngvolk, German Girls' League, Jungmädel of the German Girls' League) and organizations of Catholic youth associations is forbidden on principle. An exception to this prohibition can be permitted locally only in cases of Catholic youth organizations which, since before the taking of power, had the task only of church-religious care of youth (congregations and similar groups). A prohibition of joint membership applies also to these associations when they have enlarged their own former spheres of duty in the present, and exercise a type of activity in their care of youth which is in conflict with the police decree concerning confessional youth associations. The decision as to whether or not a Catholic youth organization falls under the ban on joint membership is to be made by the regional leadership (Obergaufuehrung). A recommendation from the appropriate State police is to be obtained for the decision.

Hitler-Jugend and Evangelical Youth:

Membership of Hitler-Jugend members (German Youngvolk, German Girls' League, Jungmaedel of the German Girls' League) in the organization of individual regional churches (Evangelical Youth Enterprise) is permitted. Approval of joint membership in Evangelical youth organizations may be withdrawn in cases of individual associations of Evangelical youth of which it is established that they have organizational, financial, or leadership ties with Evangelical youth organizations such as the Evangelical Young Men's Enterprise E. V. or the Y.M.C.A., etc.

The decision as to whether an evangelical youth organization is classified as an exception is to be made by the regional leadership (Obergaufuehrung). A recommendation from the appropriate State police is to be obtained for the decision.

CERTIFICATE OF TRANSLATION OF DOCUMENT 2456-PS

I, WOLFGANG E. THORMANN, Master Sergeant, USA, 33779426, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of an excerpt from Document 2456-PS.

WOLFGANG E. THORMANN,
M/Sgt., U.S.A.,
33779426.

TRANSLATION OF DOCUMENT 2458-PS
OFFICE OF U.S. CHIEF OF COUNSEL

1934 Reichsministerialblatt p. 76-79

Constitution of the German "Studentenschaft"
Verfassung der Deutschen Studentenschaft

By order of the Führer and Reich Chancellor Adolf Hitler I give this constitution to the German "Studentenschaft"
Auf Anordnung des Fuehrers und Reichskanzlers Adolf Hitler gebe ich der Deutschen Studentenschaft diese Verfassung:

Part I Composition

Section 1

The German studentenassociation (Studentenschaft) is the union of the German student associations (Studentenschaften) at universities in all territories inclusively German.

Associations of German students at universities outside of such territories become members of the German student association (Studentenschaft) by special agreements.

Section 2

Studentenschaften are associations constituted pursuant to the Reich law of 22 April 1933 or corresponding formations of students of German descent and native language.

German students, who are not German citizens will not assume obligations which are in conflict with the laws of their own state through their membership of a German student-association (Studentenschaft) during their stay at a German university.

Section 3.

The German student association (Studentenschaft) together with the association of German professional (trade-) schools (Fachschulenschaft) forms the Reich-Association of students of German universities and professional (trade-) schools. The Reich-association (Reichschaft) unites the German Studentenschaft and German Fachschulenschaft for a common effort in the achievement of their purpose.

Part 2 Purpose

Section 4

The German Studentenschaft represents the entire body of students It sees to it that the students fulfill their duties to universities, nation and state. Above all it has to make the students by their obligation to join the SA and Labor Service and by political indoctrination honorable and militant German men ready for unselfish and reliable service for people and state. By eagerly cooperating in the tasks of the university it creates an insoluble alliance of people and university and a new generation of students healthy in body and soul, strong in mind with its roots deep in the nation. It unites the German students inside the Reich and abroad and keeps up worthy relations to associations of students abroad and to foreign guests at German universities.

The S.A. Office for Universities (S.A. Hochschulamt) takes care of the premilitary training of students.

Political education within the German Studentenschaft is entrusted to the League of N.S. German students (N.S.Deutsche Studentenbund)

Within the sphere of its activities the German Studentenschaft has the independent and responsible administration of its own affairs. Excluding any kind of separation, even confessional segregation, it preserves the unity and conformity of the work of the students

Part 3 Organization

Section 5

Basic units of academical work are the Studentenschaften at the universities. The German Studentenschaft gives them obligatory rules for the work.....general supervision grants their independent right of decision in local questions.

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Section 6

Several Studentenschaften are forming a district (Kreis). The Reichsfuehrer of the German Studentenschaft determines the size of the districts with special consideration for the regional (landsmannschaftlichen) connections. The districts perform those tasks which are beyond the competence of a single Studentenschaft pursuant to the instructions of the Reichsfuehrer of the German Studentenschaft.

Chief of the district is the district leader (Kreisfuehrer). The Reichsfuehrer of the German Studentenschaft appoints the district leader, after having consulted the leaders of the Studentenschaften of the district.

The district leader safeguards the uniform execution of the rules for the German Studentenschaften within his district, sets the principles for the common work of the Studentenschaften of the district and reports to the Reichsfuehrer of the German Studentenschaft, what suggestions and experiences were won from the work of the Studentenschaften in the district.

He may appoint district office leaders (Kreisamtsleiter) as his assistants and convoke the leaders of the district Studentenschaften to consultative meetings.

Section 7

Each member of a Studentenschaft belongs to the professional association (Fachschaften) of his profession. It is the duty of the professional associations to prepare the students for loyal unselfish service in their future profession. The local professional associations are members of their Studentenschaft and are united to professional groups by the Reichsfuehrer of the German Studentenschaft. The professionanl groups are members of the German Studentenschaft.

Part 4 Leadership

Section 8

The Reichschaftsfuehrer of all students at German universities and professional schools appoints the Reichsfuehrer of the German Studentenschaft and the Reichminister for the Interior ratifies the appointment. The Reichschaftsfuehrer may ask the work district to nominate candidates.

The term of office of the Reichsfuehrer of the German Studentenschaft is one year; it can only be prolonged twice. The Reichschaftsfuehrer in agreement with the Reichsminister for the Interior may recall the Reichsfuehrer prematurely (before the end of his term) if conditions in the German Studentenschaft or state emergency should call for it.

Section 9

The Reichsfuehrer is the only responsible representative of the German Studentenschaft in internal and external affairs.

Section 10

The Reichsfuehrer appoints as deputy who takes his place in case the Reichsfuehrer is prevented, acting on his own responsibility and on his direct instructions when deputizing in the normal way.

Section 11

Working district, chamber and association counsels advise and assist the Reichsfuehrer.

Section 12

The permanent members of the working district are:

a) The Reichsfuehrer of the association of N.S. German students
b) The Reichsfuehrer of the association of German professional schools
c) The chief of the association of "General German militants"

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(allgemeine deutsche Waffenring)
d) the chairman of the council of associations
e) the two elders (Altesten)

The Reichsfuehrer of the German Studentenschaft may appoint two more members.

The Reichsfuehrer has to convoke the working district at least once a month to handle the current affairs. He presides over the conference.

Section 13

....(Altester) is each Reichsfuehrer after retiring from office upon concluding his regular term of office. If a senior resigns prematurely, the Reichsfuehrer appoints a former district chief or central bureau chief as successor. There cannot be more than 2 seniors. If this figure is passed, the senior with the longest time in office has to resign.

The seniors have to safeguard the continuity and certain and lasting progress of work even when leaders are changing. They advise the Reichsfuehrer and the office chiefs and have to inspect their work.

Section 14

The chamber consists of members of the executive board (Reichsleitung) of the association of N.S. German Students and of the district leaders. The Reichsfuehrer of the ass. of N.S. Germ. students may ask some (at most 6) deputies of working missions associated with the work of the German Studentenschaft to attend the consultations of the chamber. The members of the working district and the chiefs of the central offices attend the sessions of the chamber, where they have the right to speak and make propositions.

The duty of the chamber is to advise the Reichsfuehrer and his staff and to fulfill all duties transferred to it by the constitution. The Reichsfuehrer convokes the chamber if need should be, and at least 4 times a year. The Reichsfuehrer is president of these conferences.

Section 15

The councils of association (Verbaudebeirab) consist of one representative of each corporations association and of each national political association, their special purpose being the education of their members to become a member of the national community by joining the S.A., Labor Service and physical training in gymnastics. The members of the councils of associations are appointed for 1 year. The council selects out of its midst a chairman to be in continuous liaison with the Reichsfuehrer and to represent the projects of the association in the working district. The meetings of the councils of associations are called and presided over by the Reichsfuehrer.

The duty of the councilsof associations is, to commit the associations they represent, to work for the aims of the German Studentenschaft. Its members have the duty to keep their associations informed about the work of the German Studentenschaft.

Section 16

An office is established for each individual field of work. The Reichsfuehrer determines the (working) fields for which central offices are to be established. He appoints chiefs for those offices. These chiefs of central offices in agreement with the Reichsfuehrer may establish sub-offices and appoint their officials. The Reichsfuehrer appoints the chiefs of professional groups.

Section 17

The Reichsfuehrer, the seniors and the office-chiefs of the German Studentenschaft as well as the competent district chiefs have the right of speech and proposal in all sessions of any organization of the Studentenschaften. The Reichsfuehrer, his deputy, the treasurer of the German Studentenschaft and the districts leader, have the right to inspect the accounts kept by the German student associations whenever they please.

Section 18

The deputy of the Reichsfuehrer, the chiefs of districts, central offices and professional groups are appointed for one year without prejudice to the right of the Reichsfuehrer to dismiss them prematurely. The term of office can be prolonged twice, at the most.

Part V Student's Session

Section 19

The German students' day is the yearly meeting of the association of German students. Its duty is

to unite Reichsfuehrer and his followers
to summarize the work done during the last year and to outline the tasks for the future
to manifest the inseparable connection of the German student with all classes of the people
to train officials
to deliberate on questions concerning students in study groups which number, form and tasks are determined by the Reichsfuehrer

The Reichsfuehrer decides the number of participants taking part in these meetings.

Part 6 Finance-management

Section 20

The Reichsfuehrer submits the budget draft in the chamber, to the finance committee after consultation, who approves and enforces it. The plan as well as the yearly accounts have to be published in the official gazette of the German Studentenschaft.

Section 21

The finance advisory committee consists of 2 university professors, 2 Altakademiker (veteran professionals) and the 2 seniors. The four first-mentioned members are appointed by the chamber for 2 years. The finance advisory committee elects his own president.

Section 22

All work for the German Studentenschaft is honorary.

Part 7 Jurisdiction

Section 23

The Spruchhof (court of appeal) settles legal disputes within the German Studentenschaft. It consists of a university professor of jurisprudence as president and four assistant judges. The court members and their deputies are appointed by the chamber.

Section 24

The supreme court of honor is competent in all cases where an official of the German Studentenschaft is accused of dereliction of official duties or is considered unworthy of the respect required for his office.

The supreme court of honor consists of 5 members appointed by the chamber.

The president has to be a person of long standing thoroughly t trained in jurisprudence.

If the supreme court of honor decides that an official is unworthy of holding any honorary student's office he is to be dismissed at once

Part VIII Final Regulations

Section 25

Changes in the constitution are reserved to the Minister of the Interior.

Berlin, 7th February, 1934
The Reichsminister of the Interior
FRICK

H1102-0194

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2458-PS

22 November 1945

I, ARNE OLSEN, 2nd Lt., AUS, O-2015976, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a correct and true translation of Document No. 2458-PS.

ARNE OLSEN
2nd Lt., AUS
O-2015976

H1102-0195

TRANSLATION OF DOCUMENT 2567-PS
OFFICE OF U.S. CHIEF OF COUNSEL

Source : Das junge Deutschland, February 1939, also das Archiv

Subject: Cooperation of HY and SS, decree signed by Himmler and Schirach.

Official announcement
Farm service- recruiting organization of the SS.

Places for people intending to settle as farmers for members of the farm service.

The (RJF) Reichsjugendfuehrer (Reichs youth leader) and the (RF SS) Reichsfuehrer SS have signed the following declaration on Dec.17, 1938.

To secure full success for the common effort of the SS and the (HY) Hitler youth by strict cooperation, to stem the flight from the land, to build a new peasant class, to bring the best part of our people again into contact with the earth of the homeland, the following arrangment has been made in connection with the agreement of August 26, 1938.

1. The farm service of the HY is according to education and aim particularly well suited as recruiting organization for the Schutzstaffel (general SS and the armed parts of the SS: SS special troops and SS death head battalions).
2. Boys who suit the special demands of the SS according to physical conditions and moral attitude are preferably admitted into the farm service of the HY.
3. Mainly the boys who have the firm intention to become peasants on their own piece of land (Wehrbauer- militant peasent) shall be brought into the farm service. This thought of the militant peasant is especially cultivated in the farm service of the HY and the SS.
4. The farm service members serving in the armed parts of the Schutzstaffel will be settled on new farms after termination of their service by the (RF SS) Reichsfuehrer SS in cooperation with the competent offices of the Reich peasant leader.
   The settlement takes place continuously according to readiness of places. Preferably it takes places in such regions where the Germandom demands specially trained peasants.
5. All farm service members who pass the general admission test of the SS will be taken over into the general SS after leaving the farm service.
6. The executory decree is issued by the chief of the social office as authorized office of the Reich youth leadership in cooperation with the chief of the SS main office as authorized office of the SS and the chief of the race and settlement main office SS for the new peasant and settlement questions.

signed: Heinrich Himmler
RF SS and chief of German police

signed: Baldur von Schirach
Reich youth leader of the NSDAP and youth leader of the German Reich

H1102-0196

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO 2567-PS

17. November 1945

I, WOLFGANG E. THORMANN, M/ SGT. 33779426, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document 2567-PS.

WOLFGANG E. THORMANN

M/SGT

33779426

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TRANSLATION OF DOCUMENT NO. 2653-PS
OFFICE OF U. S. CHIEF OF COUNSEL

Excerpt From: THE THIRD REICH
(Das Dritte Reich.)
Edited by: Gerd Ruhle

Fifth Year, 1937
Published by Hans Eugen Hummel, Berlin NW 7

Pp. 117-118: The Way of the German Youth.

At the regional meeting (Gautag) of the district (Gau) "Bayrische Ostmark", the Fuehrer said to his men.(6 June):

"You, my brown shirts, you are the fighting troops of this whole development, (Entwicklung) you are the representatives of this political mission. You were the ones who carried this banner first, and I know you will continue to carry it far into the German future, and when the last man among you has passed by, the first columns of the German youth will already be there. An endless stream of German blood and of German life.

Thus, Generations after generations of our people will march on in our history. With this banner always in view which obligates us to our people, to its honour, to its Freedom and to our community, to our real National Socialist fraternity----"

This German Youth Marches in the Hitler-Youth to carry on this banner into the German future. A new great task was put before it at the beginning of the year, which found its expression in the establishment of the Adolf Hitler Schools. The Fuehrer's decree says: "I give my consent, after having received the report of the Reichsorganizationsleiher of the NSDAP and of the Youth Leader (Jugend Fuhrer) that the National Socialist Schools to be built which are also supposed to serve as preliminary schools (Vorschuler) for the National Socialist Ordeerisburpn may carry my name".

Berlin, 15 Jan 1937 Adolf Hitler."

Two days later, the Reich Youth Leader (Reichsjugendfuehrer) Party-member von Schirach, and the Reichsorganisationsleiter of the NSDAP, Party-member Dr. Ley, together made the following statement:

"The Fuehrer has issued the above decree concerning the Adolf-Hitler-Schools of the NSDAP, on the basis of a plan which had been worked out by us in cooperation with each other. Therewith NSDAP and the Hitler Youth have received the new enormous task which reaches far beyond the present into the distant future".

Further details concerning the Adolf-Hitler-Schools will not yet be published today. But in order to avoid confusion, we state the following principles:

1. The Adolf-Hitler-Schools are units of the Hitler-Youth, and come under its jurisdiction. Directives regarding the subjects to be taught, the curriculum and the teachers staff will be issued coherently throughout the Reich by the undersigned Reich leaders. (Reichsleiter).

2. The Adolf-Hitler-School comprises six classes. Generally admission takes place upon the completion of the 12th year.

3. Admitted shall be such boys who have proved themselves to be outstanding in the German Junior Hitler Youth (Jungvolk), and who are recommended by their competent superiors (Hoheitstrager).

4. The training in the Adolf-Hitler-Schools is free of charge.

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5. The supervision of the Schools falls under the jurisdiction of the district leader of the NSDAP (Hoheitsrechte des Gauleiters). Either he himself excerises the right of supervision, or he transfers its execution to the Educational Bureau of the District. (Gauschulungsampt).

6. After a successful examination any career in the Party and in the Reich is open to the Adolf Hitler-Student.

Munich, 17 Jan. 1937

The Reichsorganisationsleiter
of the NSDAP
Dr. Ley

The Youth Leader of the
German Reich
Baldur V, Schirach

The creation of these schools is a revolutionary feat of decisive significance. Through these schools any one gifted enough is being given a fair chance- in National Socialist realisation of a word, which during the liberalistic period, always remained a misunderstood demand only. This chance is now open to any young Germanwho according to his character and his achievements appears to be called upon to fill a responsible position in the National Socialist Reich---without regard to the economic or social position of his parents, and the means at his disposal.

This is true socialism, not the equalization of people who are not on the same level, but the creation of equal possibilities to rise. Whatever road the individual fellow-German (Volksgenosse) wants to follow, then shall depend on his achievements and on his character. The first gathering of selected educators for the Adolf-Hitler-Schools took place from the 7th till the 13 March in Potsdam. And already on 19 April the first classes of the Adolf-Hitler-Schools were opened at the Ordensburg Groessinsee.

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17 November 1945

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2653-PS

I, GOETZ MAYER, T/5, 33812169, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of the indicated excerpt from Document No. 2653-PS.

GOETZ MAYER
T/5, 33812169

H1102-0198

H1102-0199

PARTIAL TRANSLATION OF DOCUMENT NO. 2654-PS OFFICE OF U S CHIEF OF COUNSEL

ORGANIZATION AND INSIGNIA OF THE HITLER YOUTH.

(Aufbau und Abzeichen der Hitler--Jugend)
Edited by the Reichyouth Headquarters of the NSDAP.
Herausgegeben Vonder Reichsjugendführung of the NSDAP.

Printed: German Central Print Shop, Inc., Berlin SW 11.
Druck : Deutsche Zentraldruckerei A.G. Berlin SW 11.

(Page 56 to Page 60)

VII. Special Hitler-Youth Units:

1. Organization of the special units.

a) Naval Hitler Youth.

The boys, who later want to join the merchant marine or the navy, already have in the naval Hitler Youth the opportunity, to prepare for their future occupation. There they are introduced to seaman-like thoughts, feelings and actions. This training, by its ideological and physical education, is to make the boys into strong characters, who have grown to the hard sailor's life with its mental, political and physical endurance tests. Semaphores, morse code, sailing, rowing, knots and splicer are things, which the boys practice besides their physical training.

The replacements for leaders are trained at two special sea port schools in Prieros-Mark and in Seemos on Lake of Constance. Purely externally, the members of the Naval Hitler Youth can be recognized by their blue naval Hitler Youth (MHJ) service uniform, which is designed according to their tasks. The unit, to which the boys belong, can be seen from the hat band, which for instance carries the designation: "MHJ Hamburg". As field uniforms, they wear the HJ summer service uniform with gold-yellow recognition colors on the cap and shoulder straps.

As recognition for his performance, the Naval Hitler boy can be awarded the Sea sport medal of the HJ, for the award of which the Naval Hitler boy must prove the technical knowledge, gained in the MHJ.

b) Motorized Hitler Youth.

The motor technical replacement is trained in the Motor HJ from the ranks of the HJ. According to agreement between the Reich Youth Leader and the corps leader of the NSKK, the motor corps makes available its instructors, shops, lecture halls, vehicles and training areas for the training of the Motor HJ. Further, the motor corps accepts its entire replacements only from the ranks of the Motor HJ.

In the Motor HJ also, the Hitler boys have physical education besides the technical training, however special emphasis is laid on technical perfection. Thus, the members of the Motor HJ must in the fulfillment of the HJ performance insignia, in addition fulfill the "special performance tests of the Motor HJ", and must in it prove their knowledge of motors, knowledge of laws, traffic and driving system, technical knowledge of the engine, etc. The highpoint of the work is the annual Reich meeting of the Motor HJ. Furthermore, the Motor HJ participates or itself institutes contests and journeys.

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c) Flying HJ.

All Hitler boys are organized in this special unit, who later want to join civil or military aviation. The training is carried out in the closest cooperation with the NSFR, who makes instructors, machines, tools and shops available. At first, the boys learn to build models, and then are gradually introduced to glider aviation. The boy becomes acquainted with the problems of flying by the construction of models and gains knowledge about the physical law of flying. Already in the model construction work groups of the JUNGVOLK, the junior Hitler Youth (PIMPF) themselves build and work on their own models. The FLIEGER HJ has an aviator's blue winter service uniform.

d) Signal HJ.

In the signal platoons (Nachrichtenscharen), the Hitler boys are trained for communication work, and they are widely prepared for future missions. In all training branches of signal work, morse code receives the most attention of all. The aim of this training is not to make perfect telegraphers, but to give the boys quite early the necessary basic knowledge and basic knowledge for service with signal troops. Besides morse code, the members of the signal units received training in the signal maintenance service. It is understood that the signal platoon of the HJ also have to fulfill their own missions during the field problems and bivouacs of the HJ. They must prepare and execute rapidly in the field the assembly and disassembly of telephone and blinker communications. In large encampments of the HJ, they have to install and operate telephone, loudspeaker, light and searchlight installations.

e) Entertainment units (Spieleinheiten).

The entertainment units of the HJ are special organizations, who are charged with the entire cultural work in the HJ. They have to take care of the arrangement of festive hours, home evenings, band concerts, radio broadcasts, motion picture festivals and literary evenings, and who are also charged with the training of replacements for the bands of the armed forces, the Reich labor service, the party organizations, for professional orchestras and choirs.

In the first line, they are charged with the cultural work in regiments and/or the subdistricts (Bann bezw. untergau). Each regiment and each subdistrict therefore has an entertainment unit which includes the band, drum and fife corps and bugle corps, string orchestra, choir, amateur actors, etc.

The best rggimental entertainment unit within a territory (Gebiet) annually is declared the territorial entertainment unit (Gebietsspielschar). To give other units of the regiment the benefit of the work of the entertainment units to the greatest possible extent, members of entertainment units should be transferred back to their original units, so that they can make use of their knowledge, gained there.

The leaders, male or female, of the cultural agency of the regiment-subdistrict are responsible for the entire entertainment unit, most of all, they have to provide for sufficient replacements. The entertainment unit has an active unit commander, who is assisted in the individual groups by special assistants as non commissioned officers (Scharführer).

For the safeguarding of youth work by the German Reich broadcasting station, there are the radio entertainment platoons of the HU (Rundfunkspielscharen). These are composed of HJ, DJ, BDM and JM, and are directly subordinated to the Reich Youth headquarters. Commander of the radio entertainment platoon is the respective, cpmpetant youth radio leader at the Reich broadcasting station.

H1102-0201

f) HJ Military Police (Streifendienst).

The HJ military police supervises the appearance of the entire German youth organized in the HJ according to the law of 1 December 1936, in respect to general discipline, service uniform, visits to public places, in etc., further, they are charged with the control of the HJ homes in respect to cleanliness and order, supervision of youth hiking and youth hostels, order and guard duty during mass meetings, guard in bivouacs, convoying of transports, search for missing persons, investigations and inquiries in case of service violations and punishable acts. Also included in its sphere of duties are advice and help for hiking youth, railroad station service, protection of youth from criminal elements, combat against juvenile delinquency, protection of public property from damages by HJ hiking groups, etc.

The HJ military police takes its measures by its inferior authority, given to it by the Youth leader of the German Reich. Accordingly, every juvenile, belonging to the HJ, according to the law of 1 December 1936, has to obey the orders of the Military Police.

HJ Streifendienst

Every military police member wears on the left lower arm a black ribbon with the yellor inscription "HJ Streifendienst, and has in his possession a special military police identification card.

Based on an agreement between the Reichsführer SS and the Chief of the German Police, and the youth leader of the German Reich and the Reich youth leader of the NSDAP, the HJ military police has been selected as the replacement unit for units of the SS. The transfer into the HJ military police depends on an examination for acceptance, in which the competent SS doctors will participate.

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CERTIFICATE OF PARTIAL TRANSLATION
OF DOCUMENT NO. 2654-PS.

16 November 1945.

I, WILLARD EVANS SKIDMORE, Lt (jg) USNR, 391590, hereby certify that I am thoroughly conversant with the English and German languages, and that the above is a true and correct partial translation of Document No. 2654-PS.

WILLARD EVANS SKIDMORE
Lt (jg) USNR
391590.

PARTIAL TRANSLATION OF DOCUMENT 2655 PS
OFFICE OF U.S. CHIEF OF COUNSEL

1933, Reichsgesetzblatt, part II, pp. 679, 687, and 688

P. 679, CONCORDAT BETWEEN THE HOLY SEE AND THE GERMAN REICH
Konkordat Zwischen dem Heiligen Stuhl und dem Deutschen

P. 687, Article 31.--Those Catholic organizations and societies which pursue exclusively charitable, cultural and religious ends, and, as such, are placed under the ecclesiastical authorities, will be protected in their institutions and activities.

Those Catholic organizations which to their religious, cultural and charitable pursuits add others, such as social or professional interests, even though they may be brought into national organizations, are to enjoy the protection of Article 31, Section 1,.provided they guarantee to develop their activities outside all political parties.

P. 688, It is reserved to the Reich Government and the German episcopate, in joint agreement, to determine which organizations and associations come within the scope of this article.

In so far as the Reich and its constituent States take charge of sport and other youth organizations, care will be taken that it shall be possible for the members of the same regularly to practice their religious duties on Sundays and feast days, and that they shall not be required to do anything not in harmony with their religious and moral convictions and obligations.

CERTIFICATE OF TRANSLATION
OF DOCUMENT 2655 PS

20 November 1945

I, ERNST M. COHN, PFC, 33925738, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct partial translation of Document No. 2655 PS.

PFC ERNST M . COHN
33925738

H1102-0202

TRANSLATION OF DOCUMENT NO. 2656-PS
OFFICE OF U S CHIEF OF COUNSEL

DER HOHEITSTRAEGER

(Bearer of Sovereignty)
March 1939, Page 25

He alone, who owns the Youth, gains the Future!

Practical consequences of this doctrine:

The boy will enter the Jungvolk (boy 10 - 14) and the Pimpf (member of the Jungvolk) will come to the Hitler Youth, and the boy of the Hitler Youth will join the SA, the SS and other formations, and the SA man and the SS man will one day join the Labor Service, and from there he will go to the Armed Forces, and the soldiers of the people will return again to the organization of the Movement, the Party, the SA, the SS, and never again will our people be so depraved as they were at one time."

The Fuehrer at the Reichsparteitag,
1935.

CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2656-PS.

I, H. Erich Mankiewitz, AEF Permit No. 51503, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 2656-PS.

H. Erich Mankiewitz
AEF Permit No. 51503

H1102-0203

H1102-0204

PARTIAL TRANSLATION OF
DOCUMENT NO. 2900-PS
OFFICE OF U.S. CHIEF OF COUNSEL

DAS ARCHIV
January, 1936

Page 1339, 6th and 7th Par.

On January 13th at the anniversary meeting of the Hitler Y outh, Section No. 25 comprising the Pfalz-Saar territories, which took place at the "Wartburg" in Saarbruecken, the Reich Minister of the Interior Dr. FRICK addressed the Youth welcoming them as the future upholders of the new Reich:

"Since the future of the Nation rests with the German Youth, their leaders have an immense task and responsibility, apart from that of the Parents, School and Church. For our future tasks, however, we have to claim exclusive competence of the Hitler Youth, and we have to apply for it the absolute authoritarian demand of the National-Socialist State. The State Youth, which is to be newly created, (see Ba, page 1298) will have the task to train the German boys and the German girls to become good Reich citizens. In future nobody will be able to become an official in the National-Socialist State who has not passed through the schools of the Hitler Youth and of the State Youths.

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2900-PS

17 November 1945

I, Pfc. ERNST L. COHN, 33925738, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 2900-PS.

ERNST L. COHN
Pfc., 33925738

TRANSLATION OF DOCUMENT 2901-PS
OFFICE OF U. S. CHIEF OF COUNSEL

THE BOOK OF THE NSDAP
DAS BUCH DER NSDAP

By Walter M. Espe
1934

O. Schoenfeld's Verlagsbuchhandlung, Berlin

(Page 95, Line 12)

In conclusion I have a special request to direct to the young people among you. There is a very special reason for this. The other parties trained their youth in making pretty speeches. We prefer to train them physically. For I say to you: The youth who now does not find a way to where in the final analysis the fate of his nation is being sincerely represented, who now only studies philosophy, who is a book worm or sits at home behind the stove; he is not a German youth.

I invite them: Join our Storm Troops. And whatever defamation and slander they may hear in this regard you all know that they are formed for our protection, for your protection and therefore not only for the protection of the movement but for the protection of a future Germany. Hail to you youths that they are defamed and slandered! At the age of 18 and 19 you are already so fortunate as to be hated by the greatest scoundrels. That which others have to struggle for, through a troublesome life, this highest possession, the distinction between the honest man and the bandit, is accessible to you already in your youth.

Be convinced the more they slander you the more does our respect grow for you. We know that none of us would be talking any more if it were not for you. We know and even see that our movement would be suppressed if you did not protect it. You are the defense of a movement which is called upon to reshape Germany from the very bottom some day revolutionarily in order that it may become what perhaps many had expected on the 9th of November. A German Reich: A Teutonic (Germanisch) and for our sake a German republic.

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CERTIFICATE OF TRANSLATION
OF DOCUMENT NO. 2901-PS

17 November 1945

I, WILLARD EVANS SKIDMORE, Lt. (j.g.) USNR, 391590, hereby certify that I am thoroughly conversant with the English and German languages; and that the above is a true and correct translation of Document No. 2901-PS.

WILLARD E. SKIDMORE
Lt. (j.g.), USNR
391590

H1102-0205

Filed Dec. Nov. 23, 1945
Revised copy
filed. Dec. 8, 1945

D

B

H-1102

INTERNATIONAL MILITARY TRIBUNAL

DOCUMENT BOOK

Exhibit

-- D --

RESHAPING OF EDUCATION; TRAINING OF YOUTH

ROBERT H. JACKSON
U.S. CHIEF OF COUNSEL

OF COUNSEL:
J. H. Murray
Capt., JAGD

H1102-0206